

THE CATHOLIC SCHOOL Journal

Volume 55

Number 7

September, 1955

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Articles Indexed. Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, in the Catholic magazine index of *The Catholic Bookman* and in the Wilson Educational Index. — Entered April 20, 1901, as Second-Class mail matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1955, by The Bruce Publishing Company. — **Subscription Information:** Subscription price in the United States, U. S. possessions, and Canada, \$3.50 per year, payable in advance. In all foreign countries, \$4.00. Single copies, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue. — **Editorial Contributions:** The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

Happy School Year

You will appreciate the leading article, an excellent statement of the principles of Catholic education by a distinguished member of the Hierarchy. No doubt you have been awaiting a clear statement of the possibilities of Intergroup Education such as Father Farrell, S.J., gives us in the second article.

The Cafeteria

Teachers and students of Holy Family Academy, Bayonne, N. J., are quite happy about their new cafeteria (page 217). It is a pleasant and profitable part of their school life. In another issue a Brother will tell us about his cafeteria which is almost a big business in a large boys' high school.

Building and Maintenance

We know that pastors as well as teachers will welcome our expansion of the Fabric of the School department (page 249). We shall have more articles on the relative merits of various building materials and building plans in addition to continuing our illustrated descriptions of modern new Catholic school buildings. See the article on Glass Blocks (page 252).

Readers' Service Section

In order to keep yourself informed regarding new developments in building materials, classroom equipment, textbooks, audio-visual aids, etc., read the carefully prepared messages in the advertisements of your JOURNAL. To make it easy to get the free catalogs and detailed descriptions offered by the advertisers, turn to the Readers' Service Section, pages 91A and 92A; fill out and mail the perforated, postpaid reply postal card on these pages.

The Catholic School Journal is published monthly except in July and August by

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Evaluation of Audio-Visual Aids

SOCIETY FOR VISUAL EDUCATION

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Four filmstrips on South America are now ready.

Lands and People of Northern South America

The life of the people in mountains and interior region—difficulties of transportation, and recent changes which have come with the development of mineral resources are emphasized. (49 frames).

Lands and People of the Middle Andes

Colorful life of the Indians in the high mountains and also the nature of settlements and modes of living in coastal areas are shown. (57 frames).

Lands and People of Southern South America

Living on the Pampa, in tropical lowlands, southern Andes, and coastal cities are illustrated. (57 frames).

Land and People of Brazil

Life in the Amazon Valley, coastal cities, various crops, including coffee, and new industries are illustrated. Especially good for the study of cities. (52 frames).

Utilization:

This series of filmstrips, correlated with the Rand McNally *Geography of American Peoples* by McConnell, is recommended for presenting a clear, motivated, organized, and comprehensive explanation of how people live in different regions of South America. This series is excellent in a social studies program in which different cultures are studied that stress the social and economic similarities and differences of people in the Western Hemisphere; also in Spanish language classes where background material about a region is needed to add enrichment to a particular unit or story. When shown in world history courses they will help young people to see the influence of geographic factors in the historical development of a particular region of South America. The series is useful in connection with any study of American lands and peoples.

CORONET FILMS

65 East South Water Street
Chicago 1, Illinois

The following films are now available.

George E.

Vander Beke, Ph.D.

Editorial Consultant for Audio-Visual Aids

Life on a Cattle Ranch

1 reel, sound, B & W or color. How does a cattle ranch function? What does ranching entail? These questions and many more are answered as we join Tommy in his chores and pleasures of raising and selling cattle. Interspersed with traditional Western recreation—folk singing and rodeos—the film provides both an entertaining and cohesive background for social studies. *Intermediate*.

Life on a Sheep Ranch

1 reel, sound, color or B & W. This picture develops the essential character of sheep ranching and shows the integration of economics with the ranch's seasonal activities. Filmed in Colorado, the picture authentically portrays both the home ranch and herder's camp. The warm personal relationship established between the boy and the shepherd will invite the student's participation and enrich his social studies learnings of the various components of life on a sheep ranch. *Intermediate*.

Belgium and the Netherlands Lands and Peoples

1 reel, sound, B & W or color. In presenting an overview of the Netherlands and Belgium, their relationship to one another and to their neighbors, and the major ways in which their economy is related to environment, the film shows how easy access to the North Sea and many waterways help to make Belgium and the Netherlands "the trading workshops of Europe." Other significant characteristics of these countries—low lands, small size, dense population, and large coal resources—are shown in relation to the activities of the people. *Intermediate, Junior High*.

Monkey and the Organ Grinder, The

1 reel, sound, B & W or color. Almost every day in the park, Micko, the monkey, did a little dance while Mr. Russo turned the crank of his hand organ. Afterward, Micko tipped his hat to thank the children who handed him their pennies. One day, however, Mr. Russo fell asleep and Micko went alone to see the children. Frightened by the noise and traffic, he was returned to Mr. Russo's home by the children, who

from then on, came to Mr. Russo's yard to see the monkey and the organ grinder. *Primary*.

UNITED WORLD FILMS

1445 Park Avenue
New York 29, New York

United World Films has prepared eight films which correlate with junior, senior, and college courses. They cover the functions of most of the major areas of the human body. Teachers of general science, physiology, biology, personal hygiene, and physical development will find the series an aid in the classroom.

Respiration

Covers internal and external respiration. Distribution of oxygen by means of the circulatory system, and release of energy within a muscle cell by means of oxidation of food substances is shown. Animation illustrates movements of the diaphragm and thorax in breathing along with functions of the nasal passages, trachea, and lungs. 14 minutes—black and white.

Functions of the Body

Shows in broad outline the skeletal, muscular, vascular, respiratory, excretory, endocrine, and nervous systems of the human body. This over-all film demonstrates the interdependence of these systems and their collaboration in the life of the body as a whole to make it a smoothly functioning unit. 15 minutes—black and white.

Circulation

The structure and functions of the heart, lungs, arteries, veins, and capillary network are described. Systematic and pulmonary circulation of the blood are shown in animation. The route of the blood through the body, the heart cycle, and the exchange of oxygen and carbon dioxide in the lungs and body cells are shown. 16 minutes—black and white.

Digestion (Chemical)

This film shows the chemical changes involved in the digestion of carbohydrates, proteins, fats. The secretion and action of saliva; of gastric, pancreatic, and intestinal juices, and of bile on each type of food is explained. Routes of blood and lymph are traced to show how digested foods are distributed to be used and stored. 18 minutes—black and white.

(Continued on page 8A)

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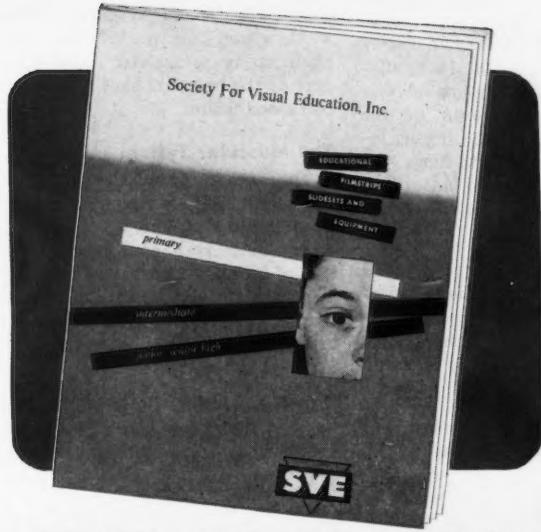
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Audio-Visual Aids

(Continued from page 5A)

Digestion (Mechanical)

A step by step presentation of the mechanical (muscular) processes involved in the digestion of food. Mastication and passage of food through the alimentary canal, including analysis of peristalsis and segmentation, are shown. The absorption of digested food, water, and salts into the blood is described in detail. 15 minutes — black and white.

Elimination

A thorough study of the human body's methods of elimination. The four principal routes are shown in animated diagrams with detailed description of the structures and functions of the organs involved: elimination through the lungs, the skin, the kidneys, and the colon. (Also available in Spanish.) 12 minutes — black and white.

The Human Skeleton

As a human model moves body parts, animated diagrams and X-ray photography are imposed to demonstrate main skeletal parts. Body structure and various types of

joints are treated in detail. Elbow and wrist action are made clear by X-ray photography as skeletal functions in support of the body are shown. 11 minutes — black and white.

The Muscular System

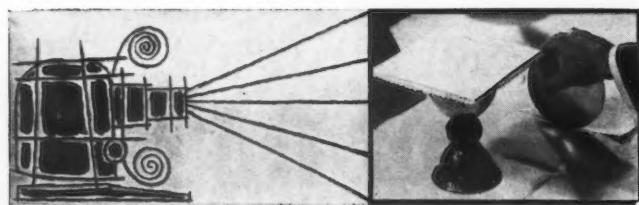
The action of muscles in maintaining body posture in standing and moving positions is demonstrated by a human model. Arm movement is shown through the action of biceps, triceps, and related muscles. The position, attachment, and function of muscles related to bones and joints are explained in X-ray photography. 11 minutes — black and white.

McGRAW-HILL BOOK COMPANY

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A series of 12 filmstrips in two sets, correlated with McCullough and Moffit: *Illustrated Handbook of Simple Nursing* are now available. The filmstrips are called "Simple Nursing" and demonstrate the techniques and basic procedures of simple home nursing and hospital care. Set One — (6 filmstrips).



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Home Environment

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Care of the Hospital Unit

39 frames. Shows how to instruct a patient, who is leaving the hospital, on medications, diet, and treatment. Gives

(Concluded on page 228)

Finished Women of Character*

When Pope Pius XI wrote that Christian education has as its goal the true and finished man of character, he clearly indicated that he had something well defined in mind. His "man of character" is not some vague or uncertain thing. His man of character is "the supernatural man who thinks, judges, and acts according to the example and the teaching of Christ." (Cf. encyclical, *Christian Education of Youth*, December 31, 1929.)

A man of character has been defined as someone who acts by principle, not by caprice or emotion. The need of principles, both intellectual and moral, in the whole process of education, has been forcefully stated in these words of a prominent non-Catholic educator: "It is principles, and everlasting principles, not data, not facts, not helpful hints, but principles, which the rising generation requires if it is to find its way through the mazes of tomorrow" (Hutchins).

The man of character, therefore, may be described as one who has a full grasp of the right principles, and directs his daily conduct in accordance with these principles. The full apprehension of right principles, and of right values, may be considered the essential goal of education, and indeed of all of life; for, education must be defined in terms of life. It is a process which must go on continuously throughout all of life.

Formation of Conscience

In the natural order, education aids the child in his growth from childhood to become the complete man. In the supernatural order, education aids him into his growth unto the stature of the perfect Christian. In the process of achieving this twofold purpose, both parents and teachers are engaged in the imparting of information, or knowledge, or facts, and in the mastering of methods for conserving, developing, and maturing that information: always with the objective in mind of assisting the child to achieve proper growth toward his goal: that of living, and that of achieving the means of living.

Underlying all of this process, however, our Holy Father pointed out in a significant address of some years ago, is one

Most Rev. Albert G. Meyer

Archbishop of Milwaukee

element which is the basis and the mainstay of education: the most profound and most intimate element in man, namely his conscience. For, education is a process of formation as well as a method of imparting information. From this it follows that the conscience must be formed, and that the formation of conscience is the most exalted duty and function of Christian education.

Conscience Is Our Guide

"Conscience," Pope Pius XII tell us, "is like the most intimate and secret nucleus of man. There he takes refuge with his spiritual faculties in absolute solitude; alone with himself, or, better still, alone with God and himself. There he decides for good or for evil; there he chooses the road to victory and the road to defeat. Even if he wanted to, man would never succeed in getting rid of his conscience. In the company of his conscience, whether it approves or condemns, he will travel the entire road of life, and again in its company, as with a truthful and incorruptible witness, he will present himself before the judgment seat of God." (Radio message to Italian Catholic Action, March 23, 1952.)

"Conscience," St. Thomas teaches us, "is the application of knowledge to act. It is the moral judgment of the individual applied to his own conduct, in distinction from the perception of right and wrong in the conduct of others or in the abstract. It manifests itself in the feeling of duty or of obligation, being the moral imperative 'I ought,' or, 'I ought not.' Hence the phrase, 'the voice of conscience.'"

In order to understand how conscience can be the object of Christian education, we must go back to certain fundamental concepts of Catholic doctrine. I would quote here again from the words of our Holy Father: "Our Divine Saviour," he says, "brought to ignorant and weak man His truth and His grace: truth, to point out to him the road leading to his goal; grace, to give him strength to reach that goal" (*ibid.*).

Hence, in practice, traveling along that road means ac-

*This is the commencement address, delivered, June 5, 1955, at Mount Mary College, Milwaukee, Wis. It is presented here as an excellent statement of principles of Catholic education. — *Editor.*

cepting the will of Christ, His commandments, and conforming to them one's life, i.e., those individual actions, both internal and external, which human free will chooses and determines.

Now, conscience is the spiritual faculty which in particular cases points out to the will itself, in order that it may choose and determine them, the actions which are in conformity with the divine will. Conscience is a faithful echo, a clear reflection of the divine norm of human actions.

Conscience Must Be Informed

Hence the ultimate and personal deciding norm for a moral action is taken from the word and will of Christ. Christ is the Way, the Truth, the Life, for each individual, for the child, the youth, and the mature man. The formation of the Christian conscience consists, before all else, "in enlightening the mind regarding the will of Christ, His law, and His way; and also in acting on their inner self, in so far as this can be done from the outside, in order to bring it to the free and constant carrying out of the divine will" (Pope Pius XII, *ibid.*). It is here that we find the most exalted duty and challenge of Christian and Catholic education.

Now, a Christian and Catholic education is based on the premise that right principles and right values come both from reason and from faith, and that it is in the knowledge and by the use of these principles that we tend to the attainment of Truth, Good, and Beauty.

Absolute Standards

It is our conviction that these principles and these values are not something vague, or fleeting, or changing, or indetermined. *Conscience is not a law unto itself; it can and must be formed* (Pius XII, *ibid.*). Its voice indeed must be followed, but the voice itself must be conformed to Christ, who called Himself the Way, the Truth, and the Life. The finished man of character has appeared in history: Christ, the living criterion by which human conduct and its worth is estimated, and by which manhood is tested.

Hence, two important truths need here to be emphasized: *First*, there are absolute standards of right and wrong. Right and wrong are not determined by majority vote, by expediency, or by pleasure, but by the Law of God: Thou shalt! or, Thou shalt not! Christ uncompromisingly taught the divine eternal sanction of the moral order in the doctrine of hell. Therefore, we do not accept the theory that a child should be left to determine for himself; he must learn, from the cradle onwards, that he is not a law unto himself; he must learn that there are things which are forbidden because they are wrong, i.e., intrinsically wrong, such as blasphemy; and that there are things which are wrong because they are forbidden, because God has willed to share His authority with men.

God's Law Revealed

Hence, the *second important truth*, which emphasizes the role of the Church: God shares His authority with His Church in a unique way. The knowledge of God's law is indeed written in the hearts of men, but also revealed to us by God; both of these sources of the law have been placed by Jesus Christ Himself as a moral treasure for the human race in the hands of the Church, in order that she may preach them to all creatures, illustrate them, and transmit them intact, safeguarding and applying them from one generation to the next.

This, then, is the astounding claim which you, as graduates of a Catholic college, should stand prepared to make to a bewildered, apprehensive, and heart-weary world. At the bidding of St. Peter, you stand ready to "satisfy everyone who asks you for a reason of that hope which is in you," of that confidence which you possess as you step out to take your place in the atomic age: Christ is the whole way to God, and to happiness; Christ is the whole truth about life in this world and in the next"; Christ is the only true life, which it is His will to give us, and give us more abundantly.

His standards are unchanging and eternal; His sacraments contain the graces necessary to lead men to heaven; His Mass is the perpetual daily renewal of the greatest event in history, in which He, the God-Man, offered His life as a redemption and ransom; His Church is built on a rock, against which the gates of hell shall never prevail.

Christ Is Model and Master

Christ stands before you both as Model and as Master; and He is Master, not because He is Model, but He is Model because He is Master. His authority is definite and final; not merely that of a splendid pattern, which I can take or leave as I choose, but that of a Master, which I cannot shake off. He is the only Lord, because He is God.

In emphasizing these truths, we wish to point out further, in the words of Pius XII, that the Christian as a result of his Christian education must be prepared "to face and to overcome the difficulties and to correspond to the demands of the times in which it is his lot to live" (October 15, 1948, Radio Address to Inter-American Congress on Catholic Education, La Paz, Bolivia). In other words, the "work of education, since it must be carried on in a specific environment and for a specific background, must constantly adapt itself to the circumstances of this background, and of this environment wherein this perfection has to be obtained and for which it is destined" (*ibid.*).

Your education, then, in a Catholic college for women, above all should have laid the foundation for the active exercise of the virtue of faith in your lives that lie ahead. It should send you forth into the world in which you must live, with ears alert to God's voice speaking, and a ready will to act according to that Voice, and thereby also to influence others so to act.

It has been said beautifully of woman: "Her special office in the world is to bear witness to the highest life man can attain, and inexorably to approve or condemn the actual by its relation to the ideal towards which man ought to tend. Her function is to beckon man ever forward to greater moral achievement, not to allow him to rest in ought other than the highest he is capable of achieving. But it belongs to her not merely to judge of the moral value of man's work; hers it is to assist him in the realization of the ideal she holds before him" (Cuthbert).

Sublime Truths Mastered

Certainly, my dear graduates, your Catholic education has taught you principles, not merely in the natural sciences, which your Catholic education by no means neglects, but also in that true wisdom which is the knowledge of God, and of all creation in relation to God. You have learned principles that are true, that are certain, and values that are eternal, leading to the attainment of the True, the Good, and the Beautiful. You have learned your supreme worth as an individual, with natural and inalienable rights coming from your Creator, and with endowed rights of grace making you a

child of God and heir of heaven. You have learned that you are also one with Christ, in all His brethren, that you do not live for yourself alone, and that your lives will influence those of others for good or for ill.

You have learned that there is an enduring moral law based on God's eternal law; that morality is not merely social convention, or majority vote, or the sanction of civil law. You have learned that your aspirations to know the Truth, to apprehend the Good, and to seize on the Beautiful are legitimate and in harmony with your nature. But you have also learned that the complete fulfillment of all these aspirations can be found only in Him whom St. Augustine calls the "Beauty ever ancient and ever new."

Talents Prepared for Use

Hence, your Catholic education has endeavored to bring forth in you all the latent possibilities of your talents as finished women of character, and to develop in you a personality, in the modern dynamic use of that word: an individual, like Christ, who will be capable of attracting people to the knowledge of the truth, to the love of the good, and to the appreciation of the beautiful.

But your Catholic education has also striven constantly to do more than that. It has endeavored to give you those principles which are rooted in the more fundamental meaning of the word "personality": "the great appropriation of being, which underlies responsibility." It has striven to achieve in you that happy blending of dependence and independence, which will make you truly women of character, responsible individuals. For, the prerogative and the burden of personality in this sense is moral responsibility. Each man is accountable for his own deeds. "*Actiones sunt suppositorum.*" Under God's grace, our life is in our hands; and it is only in achieving the right kind of dependence on God, on the Church, and on the Society in which we live that we shall attain to the fullness of life which is true liberty and independence.

It has been the function of your Catholic education to "bring forth" all the latent possibilities of this static personality, and thus develop that dynamic personality which can do much good for the cause of Christ. It is your challenge now, each according to your God-given vocation, to accept that responsibility, and to fructify it for the making of a better world.

Christ's Church Your Guide

The messenger sent to guide you in this work is not the Archangel Gabriel, but the Catholic Church, founded by Christ to bring His word inviolate to us down through the rolling centuries, until the end of time. The message of that Church is the truth of Christ, truth sometimes hard, humanly speaking, to accept, and harder still, humanly speaking, to practice. To the women of the world, and especially to the graduates of our Catholic colleges, Pope Pius XII cries out, echoing the sentiments of all his predecessors: "The slogan should be: Be present everywhere for the faith, for Christ, in every way, and to the utmost limit, wherever vital interests are at stake, wherever laws bearing on the worship of God, marriage, the family, the school, the social order are proposed and discussed. Be there, on guard and in action, whenever through education the soul of a people is being forged."

"Who shall find a valiant woman? Far and from the uttermost coasts is the price of her" is the cry of the Book of Proverbs. In the history of Christianity, the long line begins

with her whom we have saluted as Queen of Heaven and of Earth, our "tainted nature's solitary boast." It is a line which comes down to our modern martyr of chastity, Maria Goretti. And thus from the Blessed Mother of God, from Mary and Martha and Magdalen, and Priscilla and Tabitha, and Thecla of St. Paul's writings, of Helen the mother of Constantine, of Marcella and Paula and Pulcheria, of Scholastica and Monica, of Brunhild and Theodolinda, of Bridget, Lioba, Theodosia, of Matilda, and Catherine of Siena, of Gertrude, and Blanche of Castille, mother of St. Louis IX, of Jeanne d'Arc, of Teresa of Avila, of Therese of Lisieux and her sainted mother, the list could go on and on, all valiant women—virgins, martyrs, mothers of families without number, career women, all who under God, together with pope and bishop, and priest, with confessor and doctor and theologian, have contributed mightily to the growth of the mustard seedling, and have handed down from generation to generation the great treasure of the faith.

The Certain Conscience

More than anything else there is need today for a conscience formed on the bedrock certainty of the principles of this faith, for a vision to follow with certainty, which transcends the purely technical and material, and which always gives first place to the spiritual and moral values; both in the natural, and, above all, in the supernatural order. What will delight us after death, or terrify us, will probably be the shock of realities: that is to say, the vivid grasp of the stark beauty of virtue, the eternal value of truth, the awfulness of evil, the utter need of love of God. This is not to say that material things are unreal, or that material progress is un-Christian. Rather, even on the strictly natural level, this is the vision which enables us to rise to a complete and harmonious view of the scientific wonders of our age in all their wholeness, and in their relation to God. Not, therefore, as our Holy Father pointed out in his Easter address of this year to the Pontifical Academy of Sciences, to be among those who are merely content to admire the extraordinary results obtained in the technical realms; nor either among those who are enamored merely of the methods and efforts required by scientific research. Rather our vision of faith must be that which will enable us to "teach others to behold, to understand, and to love the created world so that the admiration of splendors so sublime may cause the knee to bend and invite the minds of men to adoration" (Pius XII).

Beware of Falsely Taught Science

To paraphrase the timely warning of the Holy Father: "Woe to them who make use of falsely taught science to make men leave the right path! They are likened to stones placed out of malice on the road of the human race. They are obstacles on which men stumble in their search of truth. But you have in your hands a powerful instrument with which to do good" (*ibid.*).

In your case, my dear graduates, that powerful instrument is your Catholic education and training, the conscience that has been formed in the truth and the grace of Christ to make you finished women of character. "Take therefore into account the unutterable happiness that you will procure for yourselves by being faithful to the trust given you. The hearts and the gaze of those who listen to you, and into whose lives you will come more intimately, are, as it were, ready to chant a hymn of praise and thanksgiving for your fidelity to the faith."

Be Courageous Catholics

In the charge of the Holy Father to the Sodalists of the world, in his address closing the Marian Year last December 8, he cried out: "Act with Vigor! Act with Unity! Act with Obedience!"

Act with vigor, appreciating your strength, and your resources. Let your voices be joined to the cry of rebellion that is passing over the earth, the voice of all the good, who refuse to allow that the world belongs to the enemy of God. Repeat with vigor: "We want Jesus, the Sacred Heart, our King, to rule in the world; we want every creature to bend the knee at His name; we want even hell itself to bow down and to kneel." "Even a delicate girl can become a Joan of Arc, if God gives her the strength of His arm."

Act with unity, because division brings desolation and defeat. Let there be no disunion in our Catholic answer to the problems of the twentieth century. In the face of an enemy who is closing his ranks ever more, and with the undertaking

which awaits you, anyone who, God forbid it, would sew cockle in the midst of our Catholic ranks, would be guilty of treason.

Act with obedience, the obedience of the Mother of God, your Mother and your Model, which was expressed in the dominant theme of her life: "Fiat!: Be it done unto me according to Thy word." Obedience to God, to Christ, and to His Church!

In thanking you for this opportunity of addressing you and in congratulating you, your parents, your teachers, and your grand Alma Mater, I express the fervent hope that as finished women of character of this noble College of Mount Mary, you will never forget that it is not man's opinion of woman, or even woman's opinion of woman, but God's opinion of woman that counts. And God has expressed His opinion in the inspired words of Proverbs: "Favor is deceitful, and beauty is vain; the woman that feareth the Lord, she shall be praised."

Intergroup Education and Catholic Schools

Intergroup education is taken here to mean the preparation of young people in the principles, the motives, the attitudes and the techniques necessary for promoting social justice¹ among different groups in the community and for collaborating in restoring all organizations and institutions of society to Christ.

It has been noted that the technicians, experts in group dynamics, often fight shy of principles, perhaps from a bias against what seems fixed and static instead of fluid and dynamic, but more probably because, lacking a thought-out philosophy of their own, they postulate the popular philosophy of the day, pragmatism. And though pragmatism disavows principles as such it is nevertheless party to the affirmations that expediency sanctioned by the group can settle most social conflicts, that right and wrong are to be judged by the standard of "the greatest good for the greatest number," and that different standards should be applied to different types of

¹"Social justice deals with the reciprocal rights and duties of social groups and their members in relation to the common good. It might be described as the obligation upon individuals to participate, according to their ability and position, in group action, designed to make the *institutions of society conform to the common good in the socioeconomic sphere*" (Rev. John F. Cronin, *Catholic Social Principles* [Milwaukee: The Bruce Publishing Co., 1950], p. 112).

Rev. Allan P. Farrell, S.J.

University of Detroit

Detroit, Mich.

conflicts and in differing circumstances. This is the social philosophy that has been labeled "Groupthink." It is an occupational hazard for the technicians, but they can be rescued from it by people who have a sound philosophy, if at the same time they have right attitudes toward group action and are practiced in its techniques.

Another obstacle to effective intergroup education is the fact that people who have and who hold to sound social principles are frequently short on sound attitudes and techniques. They even have a tendency to reject well established techniques and procedures on the score that these carry with them overtones of a naturalistic and secularistic philosophy, or worse. Consequently they rest satisfied with proclaiming Christian social principles without using means and measures to embody them in the actual social milieu.

Principles and Techniques Needed

From neither of these points of view can the schools project a program of

intergroup education. Principles, motives, attitudes, and techniques go hand in hand; each has its significant role to play. The essential principles are not far to find. They are contained in our democratic documents and traditions, to wit: (1) The dignity and worth of every individual are founded on his divine origin, his essential nature, his redemption by Jesus Christ, and his final destiny. (2) Civil society, based on the consent of the governed, exists for the individual, not the individual for society or the State. (3) Freedom and authority come from God and are governed by His law, not by the whim of the State or society. (4) All rights and duties have their origin and sanction ultimately from God. (5) "Equality" and "majority rule" are to be interpreted and governed by the moral law.²

It is well known that philosophies which ignore or contradict these principles have taken deep root in our country. In place of the moral law and religion, these philosophies substitute science and the experimental method as the one and only authority and guide in solving both individual and social problems. This fact should emphatically

²Cf. John D. Redden and Francis A. Ryan, *Intercultural Education* (Milwaukee: The Bruce Publishing Co., 1951), p. 6.

challenge those who hold fast to the basic democratic truths not to leave the field to the skilled manipulators of inter-group techniques whose philosophy is this pragmatist materialism. They must rather familiarize themselves with the problems and conflicts of our times — racial, religious, socioeconomic, political, domestic — and become masters of the best intergroup techniques and methods for attacking these problems. With a firsthand knowledge of contemporary social problems and the equipment of the group-relations specialist, they can apply their sound principles, make them incarnate in reconstructing the social order.

The Kingship of Christ

Catholic teachers will have an added, indeed a unique, motive for exercising and preparing others to exercise the apostolate of intergroup social action. The motive is the doctrine of the Mystical Body of Christ. The Mystical Body, which is the Church, is meant to complete, to be in the end the *Pleroma*, the fulfillment of Christ. But the Church will not be the fulfillment of Christ unless she establishes Christ as King of the World. The Mystical Body of Christ is fulfilled only in the Kingship of Christ.³

The fact is, however, that society by and large does not acknowledge Christ as King. As far back as 1929 Pius XI wrote in a letter to Cardinal Segura (*Laetus Sane Nuntius*):

You see upon what times we have fallen, and what they clamorously demand of us. On the one hand we have the sorrow of seeing how human society has been spoiled of the Christian spirit, and how the life of men is governed by a pagan ethic; in the minds of many the light of Catholic faith is being dimmed, so much so that the religious sense is being almost extinguished and moral integrity and rectitude are being day by day more miserably undermined. Again, he said in *Quadragesimo Anno* (1931) that "we are confronted as more than once before in the history of the Church, with a world that in large part has almost fallen back into paganism." What happened during what Pius XI calls the great "social transformations" of our times was a progressive destruction of the temporal milieu favorable to Christian faith and virtue which the labor of centuries had once created. This secularized, de-christianized social order does great, even deadly, damage to individual members of the Mystical Body of Christ. Nor can individual members, even by heroic individual

³On this point see *The Church Today. The Collected Writings of Emmanuel Cardinal Suhard* (Chicago: Fides Publishers, 1953), p. 138 f.

charity, exert any appreciable influence on this vast de-christianized society.

A Renewed Apostolate

What is to be done? How is the social order to be reconstituted in Christ? What role is the laity to play in this social reconstruction? Boldly Pius XI and Pius XII have called for a new and widespread social crusade, the apostolate of the whole Church upon the whole of civil society, or as Father John Courtney Murray states it,

. . . an immense penetration of the life of the Church *ad extra* with the purpose of transforming the total milieu of modern life. Not the isolation of the faithful, nor simply the imposition on them of the duty somehow to live in two separate worlds, but their formation and their organization, according to the very techniques of the milieu they must combat, for the work of recapturing the moral direction of the temporal order, reconstituting a Christian social order, re-christianizing "whole classes" of men, and reanimating with a new spirit the whole complex order of temporal institutions.⁴

This is not to say that there is no longer scope for personal, individual action. Addressing an assembly of Belgian Catholic students in September, 1933, Pius XI reminded them of the necessity of working on individuals, on particular consciences. This is the "ultimate finality" of social action. Nevertheless in present circumstances it is first of all and immediately necessary to transform groups, social agencies and organizations, and civil society itself, by and through Christian principles; for these various social institutions will not yet yield to individual pressures.

In the context of what has been said above, intergroup education for Catholics will be guided by certain principles or priorities.⁵ (1) The primacy of the spiritual, by which is meant that the action of the Christian will be an *apostolate*, and that the inner, supernatural, life will be the soul of this apostolate. (2) Fidelity to principles and to the Gospel without compromise; for men will never throw over their idealism for a watered-down or debased doctrine. (3) *Adapted* social action, which does not signify accommodation or compromise, much less mutilation of principles or of the Church's message, but solely "an integral and intelligent 'Incarnation' of that message in the actual state of things we have to change." (4) The

⁴"Towards a Theology for the Layman. The Problem of Its Finality," *Theological Studies*, V (Mar., 1944), 67-68.

⁵These principles or priorities are largely taken in condensed form, and sometimes exactly quoted, from *The Church Today. The Collected Writings of Emmanuel Cardinal Suhard* (Chicago: Fides Publishers, 1953), pp. 138-153.

humanism of the person; for "if society, its institutions, and the universe of matter itself are meant to be redeemed, it is always for the human person that this is intended, and by him that it is to be done"; hence it is wrong to transfer to the group prerogatives and an autonomy which belong to the individual alone. (5) The group as missionary, working in the pagan environment of their own countries much as the "foreign missionaries" work in pagan lands outside the so-called Christian world. (6) The apostolate of "like by like," as enunciated and illustrated by Pius XI in his Encyclical *Quadragesimo Anno*, May 15, 1931:

Present circumstances indicate clearly the course to be followed. Nowadays, as more than once before in the history of the Church, we are confronted with a world which in large measure has almost fallen back into paganism. In order to bring back to Christ these whole classes of men who have denied Him, we must gather and train from amongst their very ranks auxiliary soldiers of the Church, men who know well their mentality and their aspirations, and who by kindly fraternal charity will be able to win their hearts. Undoubtedly the first and immediate apostles of the workingmen must themselves be workingmen, while the apostles of the industrial and commercial world should themselves be employers and merchants. What the Pope says here of workingmen, employers, and merchants applies with equal relevance to lawyers, teachers, social workers, physicians, and every other group in our vast and complex social organization. It should be noted, however, that social action of "like by like" does not require that large groups work together in the cause of social justice. A few at the start are sufficient, and often it is better to have several or many smaller groups than one large group. What is important is that the group's views and methods converge, that they act as a team.

Why Group Action?

So far an attempt has been made to establish two things: that principles based on a true philosophy of man, the state, and society are necessary groundwork for intergroup education, and that Catholics, at least, have a tremendous and challenging motive for active interest and participation in group action. A third factor is the kind of attitude one brings to group activity. This factor mediates between philosophical principles and group techniques; for unless one is well disposed toward group social work one of two consequences is likely to follow: either a philosophy (and a theology) of social action will remain sterile in intellectual isolation or

the use of group techniques will become merely mechanical and so end in failure. Attitudes are indicated by such questions as: Why participate in a group? Where does leadership reside in a group? Can you arrive at a consensus in a group? What about minority opinion in a group? In the minds of more than a few there is no satisfactory answer to these questions. Their attitude is therefore unfavorable to group action.

As a test of attitudes it will be useful to ask and answer these key questions. (1) Why participate in a group? The answer is that the pooling of enlightened minds is usually better than one mind. Besides, as Pius XI warned, in the circumstances of today's vast dechristianized society the individual, even by exercising heroic charity, can accomplish very little alone. (2) Where actually does leadership reside in a group? Answer: Everybody in a group must take personal responsibility to gain a truly enlightened knowledge on which to base judgment. This means the responsibility to get all the possible facts, and to get the facts it will be necessary to consult the resources (e.g., libraries, social agencies) and the resource people in the community. The leaders will be those who have gathered and mastered the facts in the problem. (3) How do you find a consensus in a group? Answer: You don't follow the fellow who is most vocal or sticks most tenaciously to his own opinion. A consensus can be found only when everybody in the group gets the facts relevant to the problem and is able to interpret them in the light of principles. (4) What do you do about the minority in a democratic group? The answer is, first, that no one who has sincere convictions should be ostracized or considered intractable; second, it becomes the problem of the group and a challenge to it to draw out and give thought to minority opinion even when it amounts only to constructive criticism.

Group Action in School

A program of intergroup education does not demand the insertion of a new "course" in the curriculum of the schools. It can be planned, for example, in conjunction with the social studies curriculum. Some of the goals that should be sought in such a program, though not necessarily in the order given here or within a fixed period of time, are the following: (1) Make sure that young people understand and appreciate other races and cultures; for this will contribute to the elimination of the common prejudice against what

is unlike ourselves. (2) Show them the nature of prejudice and bring them to probe their own prejudices. (3) Be sure that they understand what the more critical social problems mean and why they are problems. (4) Help them to discover by observation some of the problems in their own neighborhood and to see the contradiction between what they observe and what they know to be Christian principles. (5) Initiate discussion of these problems in the classroom; for, among other benefits, such discussion will also help them detect the contradiction that may exist between Christian principles and their own conduct and practices. (6) Convince them that they must penetrate and work through natural groups that now exist — the crowd or gang, school, parish, neighborhood, vocational groups — in order eventually to influence the thinking and actions of one or more of these groups according to Christian ideals of social justice. (7) Make classroom use and demonstration of the best intergroup techniques as an essential aid to immediate and future intergroup action. (8) Give students a real and dynamic understanding of the Mystical Body and the life of grace as mainsprings of apostolic social action.

The Rumor Clinic

One of the most effective techniques to use with young people is the rumor clinic.⁶ It is a relatively simple device and always impresses a group. The impression is deeper if a good discussion follows the demonstration. Its purpose is to show graphically why rumors must be checked and how the checking can be done. Other techniques with which the teacher should become familiar are group discussion methods, the leadership role, group process skills, how to get the most out of a question and answer period, the use of films and film strips and other audio-visual materials. The techniques of role playing and sociograms should be employed only by teachers who have had training in psychological counseling. In the use of group techniques it is vitally important to make a distinction, often neglected, which prevents confusion and consequent group frustration — the distinction between group thinking as a method of obtaining new knowledge and group techniques for decision making by already informed people.

⁶Clear and simple mimeographed material on the rumor clinic is available free from any local office of the Anti-Defamation League of B'nai B'rith or from the national office, 212 Fifth Avenue, New York 10, N. Y.

The very best, and almost indispensable, preparation for a teacher whose school assignment or field includes intergroup problems is participation in a summer workshop in human relations.

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A Modern Cafeteria

With the ever increasing emphasis on an integrated school program, the cafeteria is coming in for a larger share of attention. Much thought is given to its location, its equipment, and in general to the atmosphere created by the harmony of all its facilities. Here at Holy Family Academy perhaps the truest indication that the cafeteria is an integral part of the school life is the fact that lunch periods, apart from the perceptible rise of good fellowship that they encourage, cause no ripple on the surface of the day's activities. Teachers whose schedules include a cafeteria period no longer feel that another teaching period within the comparative quiet of a classroom would be preferable to supervising a lunch period.

Built-In Comfort

The spacious room, 50 feet long by 30 feet wide, may be entered from the corridor, from the locker room, from the kitchen, and from the campus. It provides ample space not only for placement and movement, but also for sound—the creation of which seems to be an indispensable by-product of a lunch period. The acoustic properties likewise tend to soften the impact of the voices of some approximately 140 students who constitute an almost capacity lunch period. Furthermore, chairs provided with silencers can be moved easily on the tiled floor with a minimum of noise.

The bright cheerful cafeteria lighted by a large skylight and two double windows through which Newark Bay may be glimpsed is further enhanced by side walls tiled below with a soft green and painted above with contrasting yellow, colors that blend well with the rose colored wall at the service end of the room. Thirty-six tables are arranged in four rows running the length of the cafeteria. Four girls sit at each table. After grace has been said, the girls, in orderly turns, approach the service counter to make their purchases.

Menu and Prices

Each day the menu is posted listing the items that will be served the following day. The following enumeration indicates the variety of foodstuffs from which the daily menu is planned, as well as the prices:

Soups—2 kinds every day—Saltines

**Mother Letitia Maria,
S.S.J.**

Principal

Holy Family Academy
Bayonne, N. J.

served with soup, 10 cents (chicken noodle, chicken rice, beef noodle, vegetable with beef, vegetable without meat, cream of tomato made with milk, clam chowder).

Frankfurter in roll—sweet relish and mustard provided, 15 cents.

Baked beans in tomato sauce, 10 cents.

Sauerkraut, 10 cents.

Hamburger in bun—catsup and onion salt provided, 15 cents.

Cole slaw, 10 cents.

Cold cut in bun—ham bologna, liverwurst, salami (cooked)—relish, mustard, catsup, 15 cents.

Beef stew—slice of bread, rye or wheat, 15 cents.

Chicken noodle dinner—slice of bread, rye or wheat, 15 cents.

Tuna fish salad in bun, 15 cents.

Egg salad and tomato in bun, 15 cents.

Spanish rice, 15 cents.

Spaghetti with tomato sauce and cheese, 15 cents.

Macaroni creole with mushrooms in tomato sauce, 15 cents.

Baked macaroni with cheese, 15 cents.
Macaroni salad with tuna fish, 10 cents.
Potato salad, 10 cents.

In addition to this variable menu, here is a list of tempting attractions that may be had nearly every day:

Pies, 10 cents (apple, apple crumb, lemon meringue, coconut custard, chocolate cream, banana cream, blueberry cream, cherry cheese, pineapple cheese, French apple).

Chocolate pudding, 10 cents.

Jello—all flavors, 10 cents.

Cheese cake, 15 cents.

Layer cake, 15 cents.

Cup cakes, 2 for 10 cents (chocolate, orange, sno-balls).

Macaroons, 10 cents.

Ice cream, 10 cents (Darlene junior bar, butter toffee stick, sandwich, Dixie cup, frozen milky way [5 cents]).

Candy—many 5-cent varieties.

Milk, chocolate or white, 10 cents.

Orange drink, 8 cents.

Soda—all flavors, 6 cents.

Potato chips, bags 5 and 10 cents.

Pretzel nuggets, 5 cents.

Pretzel stick, 2 cents and 2 for 3 cents.

Some of the items included in this menu are added attractions on very special days, such as Freshman Day, Sophomore Day, Junior Day, and Senior Day. Holidays and other special occasions have their feature menus too.



Cafeteria at Holy Family Academy, Bayonne, N. J.
Sister M. Anita Aloysia, S.S.J., who appears in the picture, is in charge of cafeteria personnel and of students.

OUR LADY OF THE CLASSROOM

(With apologies to St. Luke.)

At this time there goes forth a decree
From diocesan school boards:
That all (under 16) should be enrolled,
For the month of September is here.

And all go to be enrolled
Each one to his own school.
And Mary also goes up
Out of the clouds of the summer dust
To the niche which is reserved for her in every classroom,
(Because she is the Queen and the Regent of studies)
To be with her spiritual children.

And so it comes to pass, that on opening day
Mary is enthroned above the pupils' heads,
(Because there is no space in the room)
And the Sister assigned to the grade speaks,
The Holy Ghost filling her with His grace, and she says to all:
"Thank God, for unharmed He has preserved you, amidst the dangers of
your recent vacation,
For today you return to begin another year to His glory.

And here is a cue for you:
You shall find our Lady interested in each of you and eager to help you."
And suddenly there joins with the teacher, a harmony of youthful voices,
praising God in His Mother and singing:
"Hail Holy Queen enthroned above, O Maria! . . .
Salve Regina."

—Sister Rosaria, O.P.
Cambridge 40, Mass.

Supervision and Equipment

The task of supervising lunch periods, of which there are four each day, is shared by four faculty members, but that of taking care of the various phases of cafeteria work, such as directing the two women employed to prepare the food and to dispense it at the service counter, supervising the cleaning, ordering and arranging the menu, is the duty of one member of the faculty. This work involves business relationships with many dealers.

The smoothness with which the work of the cafeteria is accomplished can, apart from the human element, be attributed in large measure to the excellent facilities with which it is equipped. Adjoining the cafeteria is the kitchen, complete with a ten-burner gas stove, two aluminum sinks, two refrigerators—one for food and one for soda, a food freezer and an ice cream freezer, a dishwashing machine, food table, dish table, and, looking into the cafeteria proper, the counter layout with its display cases and window passage for dishes. The plan and process of equipping the kitchen was the work of the Trenton China Pottery Store of Philadelphia, Pa.

Good Social Behavior

Also meriting mention is the subject of behavior in the cafeteria. Leaving aside

the very important factor of home environment and training, the general atmosphere of the school, the instruction, and the example given therein should indirectly inspire patterns of good social behavior. Some influences should have a more direct bearing on behavior, such as the religion and the literature classes with their emphasis on spiritual values; home economic and nutrition classes that, besides teaching nutritional values, stress the importance of creating pleasant eating conditions; and the columns of the school newspaper, through which students may comment editorially on conditions that should be encouraged or that need to be corrected. It therefore proved quite interesting, in fact unexpectedly gratifying, to discover that many practices are in vogue, independent of regulation, that indicate commendable social behavior. For instance, there is quite a general sharing of tasks—one or two girls making the purchases and carrying the food from the service counter to the tables, while the other members of the foursome see that books and pocketbooks are removed and napkins placed. Incidentally, the discussion that revealed this particular practice provided, at the same time, the opportunity of commenting on the fact that students who try to use the lunch period as a study period are not exactly

social assets. It likewise gave a few the occasion of expressing the opinion that the system of one girl's buying for a group of four was a hindrance to a lone customer who wanted only a soda. The chain of opportunities was lengthened here, after considering the question of soda versus milk, in light of the baneful effects of carbonated drinks and the need of milk, the almost perfect food.

To return to table customs, at one table the girls thought that the atmosphere would be improved by having a tablecloth. Accordingly, they provide and take care of one, storing it in one of their lockers when it is not in use. Again, the practice of sharing special treats is quite common especially on birthdays, or when girls of different nationalities bring some delicacy from their culinary lore, or even when someone "forgets her lunch." A social indulgence frequently enjoyed is known as "table-hopping," when the girls at a table will agree not to be too voluble while they are eating so that, finishing sooner, they may visit their friends at other tables and exchange pleasantries with them. At some tables, if there is a vacant chair, the girls will notice if there is any girl eating alone and will invite her to share their table. Unfortunately, this is not always the case and girls complain that others are too exclusive. However, the fact that such a situation is recognized and brought out into the open in a class discussion encourages the hope that the problem will be attacked and solved in the cafeteria.

Appreciative Students

Students frequently comment on the thoughtfulness displayed if anyone spills something, is carrying an extra heavy tray, or has other difficulty. Here, as well as in helping the cafeteria assistants in washing the dishes and doing other chores, assistance is not wanting. Perhaps a comment from a sophomore may convey a sense of the atmosphere that for the most part seems to prevail in our cafeteria:

Lunch is usually very pleasant at our table. This is due mainly to the congenial attitude of my classmates. They are courteous, and yet there are other qualities which tend to make them seem more like friends than mere lunch acquaintances. As long as I have been eating with them I have never been embarrassed by a sudden outburst which would bring a reprimand from the Sister in charge. My lunch companions are fun to be with, yet they are intelligent enough to obey the rules.

One of the paradoxes of the first year in the new school is the fact that one rather frequently hears nostalgic longings for the bygone days in the old school where there was so much fun in being so crowded and uncomfortable in the tiny

cafeteria, and yet there seems to be an irrepressible joy in taking advantage of all the new cafeteria offers. Not only are all the additions to the daily menu appreciated, but there are constant suggestions for adding others, one of the latest being a request for corned beef and cabbage. The latest novelty is jello at 8 cents a portion. The first day's venture was so successful that it may be assumed that jello is here to stay.

Full Use of Facilities

All, however, has not even been said about the cafeteria when the variegated green tiled floor is swept and the chairs set neatly in place after each day's lunch sessions. In the less-than-a-year that it has been in use, the cafeteria has been the scene of many social, festive, and business activities. It was graced with the presence of our respected and beloved Archbishop Boland who, after presiding at the dedication ceremonies of the new academy on May 8, 1954, attended the luncheon served here on that occasion. Perhaps the most memorable activity, at least in the opinion of the present junior class, was the 1954

sophomore hop. Since the auditorium had not been completely finished, the sophomores were to hold their festivities in the cafeteria. The new grand piano was moved in, and eager sophomores vied with one another in making the place attractive for their hop. When the Sisters came to admire, they gasped—with horror. Decorations covered the brand new walls, firmly affixed thereto by substantial scotch tape. Yes, the hop was held, and then the wall was repainted.

Communion breakfasts too have been held in Holy Family's cafeteria, those of the mother-daughter-alumnae group and the baccalaureate being outstanding in 1954.

The cafeteria has even served as a quasi-chapel. The annual retreat was not observed in 1954 until the student body had moved into the new building just about two weeks before the close of the school term. Since the auditorium was not yet available, the altar was placed in the corridor opposite the doors of the cafeteria. The cafeteria thus became the body of the chapel during the three days of retreat.

During this 1954-55 term the cafeteria

has sheltered many varied groups, such as the mothers' auxiliary in their regular and special meetings, guests who have visited Holy Family from time to time, and even students who have met there for study or discussion purposes.

Observations gleaned from appreciative students prove that a cheerful roomy cafeteria is an important factor in the student's day. While the girl who expressed the opinion that formerly about one half of the student body gave not a single thought to the food being eaten, but only to grumbling about the noisy tin seats, the cramped space, and the "slow system" of obtaining some sort of beverage at the counter, might be challenged by the proof of disappearing sandwiches and numberless other tidbits, still she does indicate an awareness of improvements. Certainly the general feeling may be summed up in the words of one student who wrote: "Order is always maintained in the cafeteria, but in a casual, friendly way. This is a period of relaxation and enjoyment, made possible by modern conveniences, hard work, and willing hands. In brief, you would enjoy eating in our cafeteria."

We Need Home Economics

Pope Pius XI said that "Catholic education takes in the whole aggregate of human life—physical and spiritual, intellectual and moral, individual, domestic, and social... to elevate, regulate, and perfect it in accordance with the example and teaching of Christ."

We may ask ourselves whether our schools, in general, are carrying out this ideal completely. Archbishop Cushing once said in an address to a home-economics group: "There is no recognized profession and few occupations that do not require prescribed training and preparation. Yet for one of the highest worldly callings, namely, parenthood, little, and, in most instances, no training or preparation worthy of the name is provided."

Importance of Home Economics

We home economists are certain we have one answer to this problem and we think we have a contribution to make which no other teacher can make. We are not pre-

Sister M. Thaddeus, S.S.J.

St. David High School
Detroit 5, Mich.

sumptuous in saying that we are closer to the roots of life than others, with the result that much of our teaching is concerned with developing an ever increasing number of mature and well-adjusted citizens. Given the opportunity we would and could do the same for more boys and girls of our high schools. Since its major purpose is the improvement of home and family life in the world today probably no academic subject-matter field is as closely identified with family life as home economics. Other courses contribute something, but would contribute more if they would use as their focal point the needs of the individual in his home and family life. Only a well-integrated program in our

school curriculum will adequately justify our position as educators.

Edward Leen, C.S.Sp., in *What is Education?* remarked, "Education should aim at intensifying rather than neglecting those qualities which make for womanliness. It should foster, not inhibit, the maternal instinct." And G. D. Stoddard, president of the University of Illinois, said, "We need a reform in education, a reform that will stress values. . . . Women should start to restore the balance; they will use the natural and social sciences but they will point their learning toward problems in home education. . . . A curriculum in homemaking or home education will not meet the needs unless most women have an opportunity to participate in it." And what courses other than home economics are better equipped to do this?

Archbishop Cushing recognized the importance of home economics when he said, "Each student should be obliged to take a course in the fundamentals of home eco-

nomics, not to become a good housekeeper but to become a home builder and the queen of a happy holy family." And the late Rt. Rev. Msgr. George Johnson stressed the necessity of such courses when he said that "Those who are planning the high school . . . of tomorrow will prove remiss and overlook one of the most potent means of helping education to produce better human beings if they fail to give a central place in their thinking to the home, the strengthening of family ties, and the improvement of domestic living."

What Is Home Economics?

Perhaps a definition of terms will clarify our emphasis upon home economics in every high school curriculum. Home economics is the general term given to those courses which aim in a definite and specific manner to aid and assist the individual within the family, as well as the family as a whole, to reach more easily and successfully the primary purpose of his existence both as regards time and eternity. The term, "education for family living," is defined as "that part of the total program of secondary education which provides opportunities for acquiring the understandings, the factual knowledge, the skills, and the abilities for homemaking and for successful participation in family life."

We do not teach domestic science. Neither do we teach the skills of cooking and sewing as an end in themselves but we teach them in relation to the individual as a person and as a member of a Christian family. We seek to help those we teach to develop worth-while and attainable ideals for today's world for themselves, for their families, and for society as a whole. We direct our teaching so that this achievement is developed with the necessary virtues, attitudes, appreciations, techniques, and habits necessary for life itself. We aim to produce the superior woman whom Father Edward Leen says, ". . . is not the one who excels in literature, that shines in the arts, that holds a position in the library, but the one who diffuses light in the home."

In the light of such objectives will anyone call home economics unimportant and unworthy of a place in the high school curriculum? Can anyone truthfully say that a daily period of specialized training for Christian family living in addition to the daily religion class is an intruder into the curriculum? Could one who believes it is, have any hope that his concept of the objectives of Catholic education is in keeping with the mind of the Holy Father and the leading educators of the Church? These leaders insist on the importance of training

HOPEFUL

O Peter,
Whene'er I contemplate
The words that caused thy fall —
The words of Caiphas' maid:
"Thou, too, wert with the Galilean,
Yea, e'en thy speech doth thee betray"
I exult. Not, indeed,
That thou thy Lord then didst deny;
But, by that Love,
That drew those contrite drops
That furrowed thy gaunt cheeks,
I hope for this great grace:
That all who hear my words,
Whenever I return
From Visit, Office, Mass,
Or Royal Spread Divine,
Can truly say of me:
"Thou, too, wert with the Galilean,
Yea, e'en thy speech doth thee betray."

Sister Mary Florence, S.N.D.

an individual for his position in life and upon the necessity of providing the opportunity for this training where it will be available for him. If the family is to be reinstated in its rightful place as a Christian living group, if the position of the American home is to be strengthened in the minds of our youth of today, then the department of home economics must be given a welcome place in all secondary school curricula. In our present situation our students are taught the dignity, the sacredness, and the responsibility of the married state, but they receive little practical training to enable them to live up to its exacting demands.

Specialized Preparation

Many say the students receive these aids in such subjects as religion, biology, economics, and sociology. But, all will admit, we are certain, that the importance of any subject can be judged by the recognition given it by the faculty in the school curriculum. If no recognition or place is given to these courses in the school program, are not students justified in thinking that, after all, they can't be too important? They are given opportunities to acquire skills and attitudes to fit them for the world of business, cultural, and social relationships, but are they taught how to budget time, money, energy, and leisure, to cook and to sew, to form correct ideals and attitudes in relation to themselves and to their families and thus keep the machinery of the home in perfect order so it will be possible for "love to make the world go round"? Specialized preparation is necessary for any career; why not for the all-important career of homemaking? And why

not in a place where it will be within the reach of a greater number of individuals?

Family life in our nation is on the verge of ruin. Can the problem be solved by following the same pattern that caused the catastrophe? This is a contradiction. Yet, those who insist that our students can learn the fundamentals at home or in other classes take this stand. First, the subject matter of home economics is too vast to be covered incidentally with other subjects and second, specially trained teachers are required for the work.

Educate the Whole Person

The religion classes lay the spiritual foundation for Christian family living, but they need the material help of home economics, which, grounded firmly on the sound moral principles of religion "cuts across, draws upon, correlates, and applies to the problems of personal and family living the knowledge and techniques of the basic disciplines." Religion alone will never answer the problem; the whole person must be educated.

Do the homes of today teach youth all that they need to know about Christian family living and the skills of homemaking? Our Holy Father, Pius XII, believes that it does not and imposes upon schools and teachers the obligation to make up what is lacking on the part of parents. More than 60 per cent of the mothers of America are employed outside their homes for all or part of each day. This group certainly cannot give the necessary training and help to their children. Many others who have the time, do not have the knowledge or ability. Again, the courses in home economics supply this need.

For these reasons our Catholic secondary schools have an obligation and a responsibility to provide as complete an education as possible for the majority of their students. Their duty is to the individual and according to Rev. Edmund J. Goebel, Ph.D., "The quality of a school is measured by what it does for the individual and what it does to prepare him for life. We have developed an academic ideology which makes 'book learning' the basis for determining who is educated. Too little thought has been given to living as a major educational objective. We have educated the mind but we have neglected the heart." We, as Catholic educators must remember that a well adjusted life in this world can be and is a most important factor in winning a blessed eternity. Let not Catholic schools fail to heed the warning of our Holy Father, the pleas of our President, the desires of our youth, and the needs of the homes of tomorrow!

The Story of John and Mary

John and Mary are two children present in any grade, present in every grade. Their last name is—One Classroom Problem. They are easily recognized by the experienced teacher in the first week of school. They are conspicuous in every year of a teaching career. It is the exceptional classroom that does not have a Mary or a John. Do not be fooled through inexperience into thinking you have that exceptional classroom.

Your Responsibility

I believe every teacher should remember that every child is a fresh, glowing possibility. Every teacher has a great responsibility for *you* must help to develop that fresh flowing possibility. You have willingly accepted that responsibility and that is why you must recognize Mary and John One Classroom Problem. You must always be ahead of the Marys and the Johns or: your classroom will be in a state of chaos; you will teach nothing worth while; you will grow old before your time; the children will dislike you and be unhappy because they will not know their work.

Let us go into detail concerning the Marys and the Johns. Mary is a talker. She is always talking at the wrong time. John never follows directions. Mary never hears the questions or the answers. John stands on one foot perhaps kneeling on the seat with the other foot. Mary is at *your desk*, another child's desk, the pencil sharpener, in and out of the room constantly. Mary and John always have a message to give to someone. The inexperienced teacher is annoyed. She becomes cross and irritable. You can mend a torn coat or dress but angry words hurt a child. The duty of a teacher is to make all the children cheerful, lighthearted.

It's Your Job

Be aware of the Johns and the Marys. They will act in the following manner: (1) they shrug their shoulders when addressed by others, (2) make faces, (3) make noises under their breath, (4) tap pencils, (5) shuffle feet, (6) smile at other children when corrected, causing general disturbance, (7) write notes, (8) decorate the textbooks, desks, their hands, (9) chew gum, (10) draw during lessons, etc.

How does an alert teacher handle the problem? *She knows* they want attention.

Mrs. Ann Killinger

Kenmore, N. Y.

Do not give it to them! Keep your eyes on the class but *never* draw attention to the Marys and Johns as *one* individual in the classroom. A good teacher *never* lets a Mary or a John *know* he is the problem of the day, week, or year. Once you allow that to happen you are asking for trouble. You have lessons to teach and nothing must stop the lessons. Children come to school to learn. Let them understand lessons begin and stop at certain times. They are going to learn. It's a wonderful thing to learn! They and you are responsible for lessons in courtesy, truth, consideration of others, posture, good working habits, subject matter.

Expert Supervision

All during the school year these things will be taught if you are aware of the Marys and the Johns. *Recognize One Classroom Problem*, know this problem will disrupt your classrooms, result in bad teachings, spoil your own personality. In the very first days of school solve the problem. How? Keep the upper hand always. Never stoop to argue with a child. Keep the children guessing about you and your procedure. Ignore children's excuses. *Expect* work to be done correctly. *Expect* the class to be quiet. Keep ahead of the problem.

To be specific: Example I. As you pass the desk of a Mary say *to her alone* and in a *quiet voice*: "Your writing (work, arithmetic, etc.) is poor. Let's have it better tomorrow." That's enough. Too much talking defeats the purpose.

Example II: When John never finishes work say: "Hand in the *unfinished* work tomorrow." Do not listen to excuses. He will have many ready. Walk away, writing his name in a notebook implying you are very busy but you won't forget.

Never treat a slow child whose work is not finished in this manner. He is a problem in another field of teaching.

Example III: When Mary plays as you teach, step to her desk, keep teaching, remove the toy ignoring the child, and when a John grins, attempts to draw attention of

other children, ask him a question in the subject you are teaching that *you know* he can't answer. Be amazed he doesn't know the answer but never imply by your voice or manner it was the toy incident that caused his failure. Imply by amazement not words that you thought he would know the answer. (Be careful of sarcasm. I personally believe any form of sarcasm is the weapon of a coward.) You will find the child a bit confused and not sure where he stands in your rating. Be wise — never let him know.

Watch Your Step

Do not keep using the same devices over and over. Children are very alert. Keep ahead of them. Start each day new. All the troubles of yesterday do not exist. The Marys and the Johns present no problem *but* as the occasion arises, and it always does, keep ahead of the child. Speak and act quietly. If you yell the class will become noisy. To be colloquial—if you are flip and wisecracking so will the children and no matter how modern or progressive our parents may wish to appear, they resent their children being flip and wisecracking. You are an adult, remain adult, a bit remote. You must teach what you are required to teach in any situation you find yourself. That's your problem—you agree to teach, it's your responsibility.

The children should like you, like school, and they will and do, if: you are firm but kind; noted for fair play; have quiet manners; keep to routine (children do not like constant, upsetting changes); teach each day so the children really know the work, so that they leave school each day satisfied they know the day's work, happy that they have learned.

Expect Success

Please never use the words: "You are going to fail." What a terrible thing for an adult to make a child realize "failure" in the first 12 years of his life. Life is a long, hard road. It's playing the game that counts, not the winning. The children won't fail if you play the game. Recognize the problems (I have talked about *only one*). Teach, learn how to teach. Ask yourself why they don't know the work — there are teachers who could and do teach the same children successfully. If you are going to be a teacher, be a successful teacher.

CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, PH.D., LL.D.

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tion; and who have therefore sincerely at heart the true good of family and country."

Now a quotation for meditation on the spirit and process of teaching:

"If an Agassiz finds pleasure in digging among fossils in order that he may interpret the great story of prehistoric life;

"If a Thoreau by Walden Pond is delighted with his study of bugs and beetles;

"If John Burroughs on his little patch of ground in the valley of the Mohawk, glories in his life among the birds and bees;

"If a Luther Burbank is enraptured with his work of transforming a worthless desert cactus into an edible fruit, or in producing sweeter rose or fairer lily;

"If these and other workers whose names are legion, revel in the love of their work;

"Then by what term shall we designate the joy that should be the teacher's who works not with mere fossils, nor with bugs and beetles, nor with birds, bees, and flowers, *"but with a child who is at once the most complex, the most plastic, the most beautiful, the most wonderful of God's creation."*

"Yes, it is a wonderful thing to be a teacher, it's a great thing to teach school" (Simmonds). — E. A. F.

no independent power of his own — only a delegated duty.

What question must be passing through the minds and souls of bishops during this first month of school? Some might be:

1. Has the physical plant been put in the best condition for the education of the young?

2. Are Catholic children being taught in classes so large that any effective teaching is impossible?

3. Are the religious and lay teachers equal to the great responsibilities put on them in each classroom of the diocese?

4. Are the children injured by the attitudes of their teachers, or their obsessions and complexes, or their incapacity to control or to teach?

5. Are the textbooks selected because they are the best for this diocese, or because they are cheap, or because the author or the book salesman is a friend of those making the selection?

6. Are textbooks selected by the peculiar process of votes by religious communities according to the number of teachers in the diocese, or by the more rational method of carefully worked out scales, interpreted by informed professional opinions.

7. Are the factors of mental hygiene kept constantly in mind in every aspect of the school life?

8. Is supervision informed, constructive, and co-operative?

9. Are tests and measurements subordinated to individual educational guidance?

10. Is the educative process, so far as the individual results are concerned, lost in a series of community welfare projects?

11. Is propaganda material for U.N., world government, the welfare state, and the various "special day" programs scrutinized in terms of the needs and ends of Catholic education?

12. Does the teaching of religion have as good textbooks, trained teachers for this purpose, and careful preparation of lessons at least as other subjects?

These, and many other questions such as these, must pass through the mind of the bishops during the first month of school. These same questions or similar ones will pass through the minds of parents.

In June, as St. John Baptist de la Salle had required of the Christian Brothers, there will be an accounting. La Salle's terrible sense of responsibility for each of his teachers was summed up in the sentence: "Soul may be asked for soul." — E. A. F.

TEACHER'S MEDITATION FOR FIRST MONTH OF SCHOOL

We believe the habit of meditation is a great good not only in the field of religion itself but in secular matters, and particularly in education. We would not have it said of teachers that "no man thinketh in his heart." It should be a characteristic of all teachers that they do think in their hearts about every aspect of life.

The subject of meditation this month is the teacher. The over-all point of view should be the statement of Pius XI in the encyclical on the "Christian Education of Youth":

"Perfect schools are the result not so much of good methods as of good teachers — teachers who are thoroughly prepared and well grounded in the matter they have to teach; who possess the intellectual and moral qualifications required by their important office; who cherish a pure and holy love for the youths confided to them because they love Jesus Christ and His Church, of which these are the children of predilec-

ATTITUDES AND RESPONSIBILITIES AS SCHOOL BEGINS

The schools are open again! Summer is passing and autumn with its golden hues is hardly a period of "melancholy days, the saddest," as the poet says, "of the year."

For many parents it is a great relief to have children safely in school. Even for many children and even college students it was eagerly awaited in late August. For most teachers it is not a return to the "grind," but a new opportunity for service to young people. Administrators will normally have spent weeks in preparation for the opening day.

In the background of Catholic education there stands one with heavy responsibility for the care of souls — it is the Bishop, the teacher in the diocese. One can hardly contemplate without a prayer for him the great and grave responsibility he has in the field of education. The diocesan superintendent of schools is merely his instrument with

THE ANNUAL DIOCESAN SCHOOL REPORT

A very grave responsibility is on the parents to see that their children receive an education worthy of a human being—intellectually, civilly, morally, and spiritually—according to the capacities of the children. The greatest waste is a waste of human life, and Catholic education should make possible the continued education of individuals who are capable of profiting by it but whose parents cannot afford it.

It is, therefore, of the utmost importance when the education of children is delegated to the school for the parents to be informed about what goes on in the school. It is not enough that the parents have the specific reports on the grades of their own children, but the parents should understand what the school is attempting to do, how it goes about it, what are the facts about its organization, administration, supervision, and instruction.

Of course, one way to do this would be through the Parent-Teacher or Home and School Associations, but these are hardly adequate or effective from many angles, even when acceptable to the pastor.

Another way—now largely neglected or overlooked—is an annual report, which is written so parents can understand it, and which tells about the intellectual and spiritual life of the schools. Next year's report already should have been planned and the basic reports that will be required from pastor, principal, and teachers should be determined and the forms should be in possession of the persons who are to complete them by a predetermined date.

Such a report would briefly discuss the aims of Catholic education, the spiritual formation of human beings, the climate of educational opinion in the diocese, and the main educational results of the year's work. It should include such facts, for each class, the number of students, their age, their sex, the number and basis of promotions; how textbooks are selected, the characteristics of the school plants, plainly showing overcrowding, if it exists, the training of teachers and their experience. The annual reports should be cumulative showing the trends of education in the parishes.

Such a report as is suggested above would make a good beginning for self-study and comparative study in each parish and in each home.—E. A. F.

THE "DEVELOPMENTAL TASK" IN SCHOOL EDUCATION

(Developmental Task Editorial No. 1)

The concept of "developmental tasks," associated at present with the name of Robert J. Havighurst of the University of Chicago and his students, has had little or no notice in Catholic education. The idea itself is adequately developed in Havighurst's *Human Development and Education*.¹

Personal Needs or Developmental Tasks

Human development is very narrowly conceived in merely academic terms; it must be conceived under broader aspects which are called tasks—a term in this connection developed out of the study of adolescence in the 1930's. It was especially contrasted with the much-used or abused term "needs." A controversy arose when the Progressive Education Association's Commission on Secondary School Curriculum, in 1937, declared the purpose of education to be: "to meet the needs of individuals . . . in such ways as to promote the fullest possible realization of personal potentialities and the most effective participation in a democratic society." The emphasis on "needs" was challenged as being *too* child-centered, too much like making the whim of the child the educational criterion. The search for a different approach in the field of adolescence substituted the concept of "developmental task" for that of "need."

Developmental Tasks in All Periods of Life

While the developmental task concept emerged in the discussion of the education of adolescents, it is not confined to that age period but is applicable to all periods of human life, and especially significant in early and middle childhood. Havighurst keeps his discussion on the psychological level, and so descriptions of tasks are largely objective; the philosopher of education may raise many questions regarding the descriptions of the tasks, but the general conception will prove fruitful.

Definition of Developmental Tasks

Havighurst's definition of the "developmental tasks" is:

"A developmental task is a task which arises at or about a certain period

¹Robert T. Havighurst, *Human Development and Education* (New York, N. Y.: Longmans, Green & Co., 1953), 2nd printing, 1955, pp. ix, 338.

in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual and disapproval by society and difficulty with later tasks."²

This definition will have to take into account individual differences, and certain facts of cultural or social demands. These tasks arise in the life of the individual from such factors as biological maturation, cultural pressures or other social pressures on the individual, and his developing sense of values and philosophy of life.

The Old Instinct Theory and Developmental Tasks

There is a strange echo in this concept of the older concept of instincts, regarding their development, their timing, and the moment the educator must step in. The young teacher was told that the teacher must strike when the "iron was hot." It was reiterated that, if the period passed when the instinct emerged, the child's education would be hindered by that fact. The idea back of the theory appears in more fertile form in the "teachable moment" in the developmental task concept. The "teachable moment" in the later theory is "when the body is ripe, and society requires, and the self is ready to achieve a certain task." Earlier efforts to meet the task would have been wasteful and later efforts would not be so effective, or would be wasteful, too. We shall, in a later editorial, illustrate this with reference to reading.

The Developmental Task in Educational Theory

Havighurst's own conception of the position of the "developmental task" in educational theory is thus stated:

"The developmental task concept occupies middle ground between the two opposed theories of education: the theory of freedom (that the child will develop best if left as free as possible), and the theory of constraint (that the child must learn to become a worthy, responsible adult through restraints imposed by his society). A developmental task is midway between an individual need and a societal demand. It partakes of the nature of both. Accordingly it is a useful concept for students who would relate human behavior to the problems of education—useful without, I hope, obscuring important issues in educational theory."³ — E. A. F.

²Ibid., p. 2.

³Ibid., p. 332.

The Best Teachable Moment

An attentive audience of teachers and administrators was electrified by the convincing statement of a fellow teacher from the platform: "There is no doubt about it, we must admit that there *is* a best teachable moment." This statement never appeared in the mimeographed proceedings of the N.E.A. sectional meeting, but it gave birth to this paper. When is this magic moment, and why is it so tragic to let it pass?

From the Holy Spirit

It is the moment when the teacher will give of her best — her best way. It is the moment when the psychological rapport of the class will be at its best — for the best effect. It is the moment when the student group or the individual child has its learning antennae poised — for the best receptivity.

It is impossible to keep abreast of all modern knowledge at all times. Even a "world vision," which every teacher must have, cannot do this. The Holy Spirit, the Divine Teacher, expects us to use *only* the teaching source material which touches our own lives. And even then, He does not expect it to be used *at once* — "hot off the press," fresh from the publisher, or still moist from the salesman's oratory. Let the source material accumulate — that perfect clipping, that excellent article, that particular reference, that meaningful picture. Find more storage space, keep it orderly. Dust it occasionally, and then rely entirely on the Holy Spirit. Divine Wisdom will let you know when the best teachable moment has arrived.

It happens like a neon light in a dark schoolroom corridor. It slants across your classroom door to tell you "this is it." It might be at recess, in the library, or at your preparation desk. A lesson plan looks at you from a blank paper — when like a flash of friendly light comes the remembrance of *that* clipping, *that* passage, *that* book, *that* incident, *that* idea. You know it is just what is needed to clarify a dull unit on a dark day.

No Substitute for Work

Yet this teacher aid is not a substitute for hard labor. Every teaching device available must still be used. It is not guaranteed to cut our reading time in half. It will merely direct it to the best ends.

Sister M. Laetitia, O.S.F.

Professor of Sociology
College of St. Francis
Joliet, Ill.

Hours of preparation go on as usual. Only there is more profit and less liability. What is important adheres to the mind and what is negligible is readily discarded. The outline technique becomes a joyous habit. It simplifies data, reduces bulk, and clarifies issues. The habit of vivid, lucid illustrations makes miasmic abstractions arrow-clear. Study becomes as gentle as indirect lighting on tired eyes.

Formal education still remains very formal. This teacher aid is not guaranteed to change the teaching of fractions, nouns or Newton's law. The alphabet will still have its propensity for making vowels and diphthongs spell behavior problems. But the Holy Spirit who knows the hearts of men also knows the vulnerable spot in Johnny. For instance, Johnny's refusal to work with zeros in the arithmetic class because you told him they were worth nothing, is solved by illustrating on the blackboard what a difference it would make if Johnny received .05 instead of \$5 for his birthday. Johnny decides he *will* work with zeros. They *do* make a difference.

A Battle Won

This supernatural teaching aid, which may be had for the asking, is not confined to blackboard space or to class procedure. One teacher who was baffled by the emotional change in congenial David as he stamped in from recess, asked him to change the look on his face before entering their fourth-grade classroom. He replied, "You stopped my fight with Robert, but I'll finish it after school. I never lost a fight and I won't lose this one." The teacher told him he would not be allowed to continue his penmanship lesson until he was in a Christian frame of mind. He balked. She went on with the penmanship, praying to the Holy Spirit as she moved from desk to desk. She had never had any trouble with David before. He had always been co-operative. Here it was May and now this had to happen. She believed that if you do not know what to do with a child you should do nothing until you

sought guidance. She again asked for light to know what to say — how to handle this situation — it came. She went over to David, and said quietly: "You have never lost a fight. Then, why don't you try to win this one? The devil is trying to make you proud, and revengeful toward Robert, and disobedient to me. You are letting him get away with it. Why don't you try to win *that* fight?" The boy thought seriously, then went to his place and sat down, he took up his pen and began to work, his old congenial smile gradually returning. Grace conquered, psychology alone could not have turned his thought. There was no sequel to the fight after school, either.

Power of Illustration

Educational psychology books tell us that the "transfer of training" is best achieved by the use of "common identical items." But the books do not tell what the items are. These are left to the imagination and creativeness of the teacher. With the wide variability in home backgrounds, grade levels and educational experience, this can present a real problem. What are the "common identical items" under such circumstances?

Let an illustration which was *not* found in the books, but which served the purpose by the thought problem approach, in a large high school history class, demonstrate the work of the Holy Spirit in motivating the best teachable moment.

The history text stated that democracy promotes religion by allowing many systems to exist by the principle of *toleration*. The teacher pointed out that actually the opposite is true, that numerous sects hinder religion because people are diverted from the true Church. Immediately, the common defense, that "one church is as good as another" came to the fore. The teacher asked calmly, "Would you be satisfied with a cracker instead of the Blessed Sacrament? Could two bags which look alike in size and shape, but which are tied at the top, actually be different inside? Even if one held the same thing, but not as much of it — would it be of the same value as the other? All churches offer religion, in fact the 253 sects in the United States have a number of doctrines similar to our own, but not *all* of our doctrines are accepted, nor are those which are accepted understood in the fullness of Christ's institution.

Have you ever examined a fancy wedding cake in a show window? It looks like a real one, but when examined closer, it proves to be a wooden model. The substance of the one does not equal the substance of the other. The only reason some people hold to other churches is largely because they have never known the real one." Skeptical eyes continued to look at her. One student interposed the argument: "But those people will be saved, won't they?" The teacher answered, "Yes, but it is like this — have you every watched a very young child? He may actually like a nickel more than a dime because it is larger, but he does not know the true value. Those good people *will* get to heaven on *faith*, yes, faith in what they thought was right. God does not condemn us because of our ignorance unless it is volun-

tary ignorance. But that faith is not the faith of Christ's Church, whole and entire. To be really good, a thing must be *all* good, it cannot have some error in it." Later, a teen-ager in this class confided: "It was the sentence 'The substance of the one does not equal the substance of the other' that helped me see it through and through, but your examples made me understand why that sentence was true." Indeed, on the secondary level, the Holy Spirit can act as the perfect guide to integration and the best teachable moment becomes a chain reaction for time and eternity.

Grow in Humility

It is tragic to let the best teachable moment pass, not because we may fail to charm the principal, pastor, superintendent,

or state examiner, but simply because we have failed to use the latest, best, and wisest teaching aid a waiting Hand holds out to us for humanity's sake. The more precious a thing is, the more care must be taken of it. The joyful whisperings of the Holy Spirit will not come over the P.A. system. The soul of the teacher must be quiet, at ease with God and man, willing to accept direction free from self-opinionated pedants. It must be humble enough to open the textbook *this* time, instead of using that dramatic approach which succeeded last year on *this* unit. It must be docile enough to go to the library for *this* reference at a time when a chat with a fellow teacher would be, oh, so consoling. In short, to be alert to the signals of the Holy Spirit, the teacher must grow in humility.

Individual Guidance Simplified

To help and to guide youth toward a daily living of the Christian social principles is the function of the teacher in the Catholic school. This purpose, as expressed at the N.C.E.A. convention in Chicago last spring, is "to teach children their relationship to God, and to develop in them the understandings, attitudes, and habits which are needed for Christlike living in our American Democracy."

Although group guidance is effective and fundamental, it is not sufficient. Granted that all children are possessed of the same human hungers and needs, they are, nevertheless, highly individual. Each child, as an individual, is the teacher's responsibility. The teacher must seek ways and means for individual guidance. With the ever increasing enrollment in our schools, it seems almost impossible for teachers to eke out time and opportunity for individual guidance. The time element is a vital factor in the rapport without which guidance cannot function. Privacy and freedom from interruption is equally essential. How then can the teacher achieve the necessary private and individual contact required for guidance of children? How can she know and understand the boy whom she meets only in the more or less formal classroom situation, and never alone? An abrupt, "on-the-run" approach to the child with a problem often tends to aggravate the situation. It

Sister M. Loretta, O.P.

St. Catherine's Convent
Racine, Wis.

may, under stress of the moment, lead to regrettable recrimination.

A Happy Solution

To obviate these problems in individual guidance — the problem of insufficient time, and the problem of lack of privacy — I have resorted to a technique which is very popular with my fifth-grade pupils, and very helpful to me. Most of my individual guidance is done from my convent study table, in the evenings when I am alone and relaxed. Then I take time out to think, to deliberate, to pray over what I am going to say and do. Here, away from the strain and the turmoil of the classroom, my counsels, my suggestions, my commendations, and even my reproofs take the form of simply written notes. These I take to school with me the following morning.

The device which the class and I have worked out for the distribution of these notes occupies a convenient place on our bulletin board in the rear of our room. It consists of a heavy white cardboard foun-

dation (36 by 42 inches) bearing the heading "Educational Post Office." Each pupil has his own mailbox consisting of a pocket made from an ordinary envelope cut in two, and pasted, open-end up, against the background. Mail boxes are labeled code-wise by initials and numbers.

Individual Notes

The post office "is open" whenever the classroom is open. A child may "get his mail" when he is ready for it. This is usually the first thing in the morning. Even the youngster who has reason to anticipate a rebuke hurries for his mail; now he can start the day afresh. The pupil may also deposit a note to the teacher when he wishes to do so; for the teacher, too, has a mailbox in the post office. In fact, she has several in order to accommodate the heavy mails. It is difficult to say who looks more eagerly for the morning mail, the pupils or the teacher!

What do the children put into their notes to the teacher? Whatever is on their minds. There is a wide variety of topics, often within one note:

I think our post office is nice. You can get your talks in in silence.

Thank you for letting us make the shrines. And thank you for letting me help John glue them.

How are you? I am fine. Will I pass? My uncle helps me with my arithmetic every



The ANGELUS — The artist's interpretation of the time-honored devotion of the Angelus in its modern applications will be displayed and studied in thousands of classrooms throughout the country this fall. The full color wall chart (2 x 3 feet in size) is planned to encourage boys and girls to know and practice this prayerful meditation in their daily lives and to increase their appreciation of its expression of a fundamental mystery of the faith. The chart is this year's visual aid premium given to classes subscribing 90% or more for any one of the editions of the *Messengers*, issued by Geo. A. Pflaum, Publisher, Inc., Dayton, Ohio.

evening. If you will give me some more work in multiplying and dividing it might help me.

I think I know how to do those fractions now. Will you please try me out at lunch time when the other kids are outside?

I hope I have a good report card. My tooth came out last night and I quick wished I would have a good report card. Will you please answer me back? Thank you.

My mother and father did not like my arithmetic mark, and neither did I, so I have no T.V.

My mother took the news that I got 58 in my English not so good. I came home from school and found my aunt and my uncle in my house. So I shot my bee-bee gun until supper. After supper I told my mother about my English. She signed the paper.

I like the ejaculation you sent me. Thank you.

That was a very nice letter, and it gave me a good feeling inside. I will keep on trying hard. May you have a fine Easter.

Please excuse me for being bad about that yesterday. I left it (the gadget) at home today.

I know I have been bad lately. I will try to make it up. I will try to be better soon.

Last night in bed I kept thinking about what you said about my angel. I fell asleep.

I think our post office is handy. I can always tell you things when you haven't time. I save every letter I have from you.

Frequently, at first glance, the wording of the note does not say much. A little thoughtful study of the message, of the pupil who wrote it, against the total background of his recent conduct and achieve-

ment, may prove enlightening. Notes written by children may disclose their true selves more faithfully than overt classroom behavior which, at this age, is always conditioned, and often pressured, by peer-opinion. Sometimes these notes voice thoughts which the child may be too shy, too diffident, or too guilt-conscious to express orally. The hopes, the fears, the aspirations of the child, although but vaguely and ineptly expressed, can uncover to the discerning teacher the secret needs and psychological hungers which keynote the pupil's performance.

Help to Pupil and Teacher

Exchanging notes with pupils may seem, at first thought, a time-consuming chore. I find a half hour sufficient to devote to the day's task. Far from adding drudgery to my evening work, the handling of the incoming mail refreshes me. In regard to the notes that I prepare for the next day, I always have the satisfaction of knowing that my messages to the children have been well considered. This mailbox technique also gives me the opportunity to balance my accounts for the day: A note in her mailbox tomorrow morning will reassure that retiring child whom I inadvertently failed to recognize particularly today. And that reprimand which Jimmy so well deserved (and which was really difficult for me to hold over for the evening) will have in it much less of myself and more of Christ.

Obviously there are additional psychological aspects favoring this particular guidance technique. Not least among these is the fact that the timing of the contact tends to be favorable; for the child himself chooses the time. Also, he chooses the contact freely; consequently, he is ready "to listen." The objectivity of corrective notes lessens emotionality and resistance on part of the pupil; also, tempers have had time to cool. Occasionally the post office may serve as a legitimate clearing-house for the pent-up feelings of a child.

Guidance by this method easily swerves to the positive side, encouraging what is good and desirable. The common courtesies of life are more easily exchanged; they are less frequently omitted, especially expressions of thanks and appreciation. Apologies are more readily made and more graciously accepted. On the busiest day, there is time, under our system, to be polite. An increased interest in the betterment of the individual and of the class as a whole, rates as one of the outstanding results of our individual guidance program, implemented through the "Educational Post Office."

Guidance and the Human Personality

PROBLEM: To what extent are the principles of nondirective counseling supported by Catholic teaching on the human personality?

Behind the mechanization of our age is philosophy of life. Behind mass production is a state of mind. Modern man tends to think in large numbers. With the magnitude of scientific discovery as a beacon light and efficiency as a byword, he tends to give the group first consideration and to recognize the individual only as a cog in the machinery of living. This concept—the mass idea of mankind—threatens the individual with the loss of personal integrity and individual identity. Not only may Johnny Jones become No. 12835 in the state reformatory; he may become No. 3462 in registration records of the school, or 12389 on the payroll.

It is humanity in the lump. The mass ideology which produces Fords on the assembly line also produced Nazis on the Maginot line—and likewise, the American system of education. Into one and the same philosophical category fall scientific production, standardized parts, industrialization, mass ideology, mob psychology, and group learning and testing.

Like industry, schools are geared to the assembly line—and the student who deviates from the norm must be racked or lopped off to fit the Procrustean bed of American education. Strenuous efforts have been made by educators to break up the bed. Dewey and his followers have laid their ax to it vigorously, but because of certain fallacies in their method they have achieved no remarkable success.

People Are Individuals

The individual is lost to sight in the social ideology of the day—the common good. The focus, educationally, is on the group. Everyone must be given "equal opportunity." In fact, the very methods introduced to individualize processes of education soon become organized and systematized to the point where one speaks with equanimity of "group" guidance. Environmental pressures on individual development are heavily stressed. Materialistic philosophers teach that compulsions of the

**Sister M. Vincentia,
C.S.J.**

Mt. St. Mary's Convent
Wichita, Kans.

group and the environment overrule the individual will. Such ideas are contrary to the Christian teaching on the human personality. In his Christmas Message, 1944, Pope Pius XII differentiated between the people as individuals which is the Christian philosophy, and the people as a mass which is the ultimate concept reached by materialistic philosophy. He said in part:

The people and . . . the masses are two distinct concepts. The people lives and moves by its own life energy; the masses are inert of themselves and can be moved only from the outside. The people lives by the fullness of life in the men that compose it, each of whom . . . is a person conscious of his own responsibility and of his own views.

The individual is here depicted as a responsible agent with individual consciousness of his own personal integrity. He does not exist as a mere physical being, nor as a machine to be manipulated by the forces of nature and environment. He is a person who knows and wills, in whose flesh and blood there exists a soul which is the root of the personality. As Maritain notes in *Education at the Crossroads*: "The notion of personality thus involves that of wholeness and independence."

A Christian View

According to Christian philosophy man is a creature who, though scarred by the remains of Adam's sin and marred by sins of his own doing, is called to a divine life—not as one of a group, but personally and individually. Man has within himself the ability to attain this end and the moral responsibility for so doing.

The spirit of man possesses understanding. That is, man has the power to think, and judge, and reason, including the ability to know right and wrong. The spirit of man also possesses free will or the power to choose according to his wishes either to perform an action or not to perform it.

The notion of person as here described is distinctly Christian. "By emphasizing the free will of man and its bearing on his eternal fate, by making every individual responsible for his fate in the next life . . . the Church opened the eyes of man to a true understanding of himself, his dignity, and his responsibility." So says Rudolf Allers in *The Successful Error*.

An Un-Christian View

But, as is self-evident, the philosophy of the masses, which has prevailed for decades in our educational setup and is still practiced in the average school system, ignores the rights and privileges of the individual. Even in the field of guidance where one would expect individual treatment, schools have only too often set up an arbitrary situation—a "guidance machine" into which all students must fit if they are to expect help. Or counseling has taken the form of vocational guidance, or educational guidance, or moral guidance, rather than a consideration and integration of all elements which affect the total personality.

It is for these reasons that Bishop Michael Ready, in the preface to Rev. Chas. A. Curran's *Personality Factors in Counseling* says:

It is good . . . to see that science itself, in turning to the study of personality, is uncovering factors which reaffirm . . . concepts of the need for personal freedom and responsibility. . . . It is heartening to see that . . . there are mighty forces within him (man) which he himself can direct and control.

Nondirective Counseling

Nondirective counseling, a guidance technique publicized during recent years by Carl Rogers, has as its basis the recognition of individual differences and respect for the human personality. From the Child Center at Catholic University, Washington, D. C., came this statement: "The first therapeutic principle is that the child is a responsible agent, by nature capable of handling himself in harmony with his natural environment."

Rogers himself points out in *Counseling and Psychotherapy* that the nondirective approach ". . . aims directly toward the

greater independence and integration of the individual . . . the individual and not the problem is the focus. The aim is not to solve the problem (offhand), but to assist the individual to grow, so that he can cope with this problem, and with later problems, in a better integrated fashion."

Frederick Allen further clarifies this point when he writes that nondirective counseling "has its roots deep in a concept of individual responsibility. Its recurrent theme is that individuals can be helped to help themselves." We need, he adds, writing in *Psychotherapy with Children*, "to emphasize the strengths of human nature and its capacity for self-responsibility."

One of the most significant aspects of the development of nondirective guidance, as pointed out by Father Curran, is its evaluation of and emphasis upon the powers within each individual person for solving his own problems. The technique is, of course, not new. There have always been advisers and counselors who encouraged those seeking help to think through their own problems and evolve, when possible, their own solutions; who did not feel that they alone knew all the answers and that having a problem certainly indicated that one could not have the answer also.

When Rev. Daniel Lord, S.J., published *Some Notes on the Guidance of*

Youth back in 1938, neither the name nor the technique of nondirective guidance had been publicized. But Father Lord noted that one of the tests young people apply when seeking a guide is, "Is he willing to listen?" He insisted that interruptions are usually a mistake; advised that young people should be led to give their own answers and solve their own problems when possible; and warned that reverence and respect for the individual personality are never more important than in dealings with young people who come for guidance.

Theoretically then, it would seem that the philosophy underlying nondirective guidance squares very well with Catholic teaching on the human personality. It also seems to square with actual practice of at least two Catholic counselors of note, Rev. Daniel A. Lord, S.J., and Rev. Charles A. Curran.

There can be no reasonable doubt that in the hands of an amoral or immoral counselor any guidance technique could wreak great damage on the client. It does seem, however, that other things being equal, counselors in a Catholic system need not hesitate to adopt the nondirective technique which is consistent with Christian philosophy and which effectively aids the client in discovering for himself the nature of his problems and working them out for himself.

cedures in taking temperature by mouth, axilla, and rectum, in taking the patient's pulse and in counting her respiration — their proper recording. Diagnostic procedures include urine and feces observations. Illustrates simple types of charts and record keeping.

Simple Therapeutic Procedures

42 frames. Proper procedure in giving liquid medicine, pills, tablets, capsules, and powders — importance of reading the label correctly. How to give an insulin injection to the diabetic patient. Procedure and equipment needed in giving an enema. Precautions to be taken by all who care for the sick.

Medical Aseptic Procedures

44 frames. Most hospitals have efficient steam sterilization equipment, but in homes it must be improvised. Ways of improvising are then illustrated: removing articles from a sterile jar with sterile forceps without touching the rim; isolating a patient with a communicable disease and what the nurse should do when going on the case and before leaving the case.

Surgical Aseptic Procedures

43 frames. Shows how various bandages are used — the spiral bandage on the wrist, the circular bandage on the foot and ankle, and how they are applied. Demonstrates the spica and figure-eight types of bandages, and the use of the triangular bandage and its application in cases of head injury. Illustrates first-aid procedures necessary in removing a foreign body from the eye.

FIDES PUBLISHERS

21 West Superior
Chicago 10, Illinois

Sacraments of the Sick

A picture-pamphlet treating both Confession and Extreme Unction, is the latest Fides Album. The new album completes the Sacramental series of Fides Albums for catechetical use, begun in 1951 with the publication of *The Mass*.

More than a million Fides Albums on the Mass, Baptism, Marriage, the Priest, Confirmation, the Passion, and Sacraments of the Sick have now been printed by Fides Publishers.

Fides Albums have also been adapted to Film Strips and are available in 35mm. black and white. An album accompanies each film strip as a guide to the lecturer.

Part One of *Sacraments of the Sick* is a series of illustrated essays on parts of the Confiteor, along with information on questions converts most often pose about Confession. Part Two treats Extreme Unction as a sacrament of healing, with special section on the blessing of the Holy Oils on Holy Thursday and an English translation of the Rite of Extreme Unction.

Evaluation of Audio-Visual Aids

(Concluded from page 8A)

complete information on cleaning the hospital unit, caring for enamel and glassware, removing various stains, and checking the linen room needs.

Patient's Bed

40 frames. The typical hospital bed is shown, and controls for back rest and knee rest. A list of equipment needed is followed by a demonstration of how to make the hospital bed. Gives step by step procedure for making an occupied bed and for making the post-operative bed.

Hygiene

43 frames. Hygiene involves the normal routine care necessary to maintain the comfort and general well-being of the patient. The strip shows how to assist the patient in that routine, demonstrating how to give a bath, or a shampoo to the patient. Special attention required in caring for patient's mouth, back, and feet are shown. Set Two — (6 filmstrips).

Feeding the Patient

39 frames. There are three responsibilities in feeding a patient: (1) To see that the food is well prepared and served so that the patient will want to eat it. (2) To keep the doctor informed about the patient's appetite and effects of the diet. (3) To know what foods will provide a well balanced diet and still offer interesting variety. Illustrates fluid, bland, regular, and special diets.

Care of the Infant

41 frames. How to bathe the baby, and the equipment needed for both a sponge bath and a tub bath. Includes instructions for giving the baby an enema. Shows how to diaper and dress the baby, how to fix the formula, and how to give solids.

Assisting With Diagnostic Procedures

45 frames. The observation and recording of a patient's condition — proper pro-

DRAMATIZATIONS FOR OCTOBER

A New World is Found

Note: This dramatization was used as a history review of Unit I by the fifth-grade children at Immaculate Conception School, Washington, Pa. The "stage" is the front of the classroom. The "three ships" are three small boys. The aisles of the classroom are the vast ocean. The ships walk up and down the aisles until they reach "land"—pausing now and then "looking for land."

For the sake of brevity, the author's dramatization of the doings of Marco Polo and his father and uncle is merely described by the narrators.

FIRST NARRATOR: About four hundred years before Columbus discovered America, the Holy Land was captured by a fierce, warlike people who were called Turks. They had no respect for the places where Christ lived and died. They would not permit the Christians of Europe to visit the sacred shrines. Many Christians who did try to go to Palestine were put to death by the Turks. The Church decided, therefore, that an army of Christian soldiers should go to Palestine to try to win back the Holy Land from the Turks. This was in the year 1095. From many parts of Europe soldiers came to join in this war for Christ. During the next two centuries many wars were fought with the Turks, and these wars were called holy wars, or Crusades. Through the Crusades, Europe came to know about the wealth and wonders of the eastern lands. Later merchants tried to find a shorter route to the East.

SECOND NARRATOR: The boy Columbus enjoyed these stories of the Crusades. He hoped that he too, might go to the Orient when he grew up and bring back to Europe some of the rich and splendid products of the East. Another story Columbus learned in school, was the story of Marco Polo. Marco Polo was an Italian. He was born in the city of Venice during the period of the Crusades. His father Nicolo, and his uncle Maffeo, were merchants. There were many merchants in Venice and Genoa. Many of them would have liked to go to the Orient to buy articles which they might

**Sister M. Borromeo,
R.S.M.**

Immaculate Conception School
Washington, Pa.

sell in Europe. Marco Polo's father and uncle went on many trading trips to the East. One time they traveled as far as China.

THIRD NARRATOR: Nicolo and Maffeo made friends with the leaders in China. After their adventures, they and Marco, the son of Nicolo, came back to Venice with a rich supply of Chinese goods such as silk cloth, spices, gold, silver, and precious stones. They became wealthy through the sale of these valuables. One of the curiosities they brought back was coal, with which they said the Chinese heated their homes. China dishes, too, were greatly admired by their friends.

The young Marco Polo, who inherited from his father much of this wealth, wrote a book about the wonders of the East, and the warm, calm ocean which had led navigators to the unknown East.

FIRST NARRATOR: You remember that the Turks in the eleventh century had captured Palestine. In the following centuries they extended their rule. They captured the important city of Constantinople. This cut off the Christians' route to India, and the East. Prince Henry opened a school for mariners. The men studied how to guide ships by instruments to places where men had never been before. This is called navigation. On a modern airplane there is a navigator who tells the pilot how to find his way. This is what Prince Henry taught, and that is why he became known as Henry the Navigator.

[Seven boys go to the front of the classroom around a table to draw maps while others use telescopes pretending to study the heavens.]

FIRST NARRATOR: In the mariners school the men studied astronomy, or the study

of the stars, and geography. They also learned how to make maps and to use the compass and the astrolabe. The compass helped sailors find their direction. The astrolabe helped them find the position of their ships at sea. When Columbus heard that this prince had founded a school for sailors in Portugal, he made up his mind to go there someday. And so it was that Columbus finally went to Portugal and attended the mariners school.

SECOND NARRATOR: This man, Christopher Columbus, dreamed of getting East by sailing West across the Atlantic Ocean. But since nobody listened to him in Italy, he went to Spain where he was summoned before a group of noted students of geography to give them his views.

[Columbus walks up to the seven students. They crowd around him and the first one says:]

FIRST STUDENT: Have you eyes? If so, look about you to see that the earth is as flat as the top of a table.

COLUMBUS: You may think it is flat and indeed it does appear to be so, but I know that it is round and if only I had a ship or two and some trusty sailors, I would prove it to you. I would sail westward across the great ocean and in the end would reach China or India which must be on the other side of the great round world.

SECOND STUDENT: Round world? You are crazy—sailing West to go East? One might as well try to reach the moon by sailing down into a deep well.

[All the students make motions around their heads to show Columbus' madness.]

COLUMBUS: But you do not understand me. Here is an apple [*produces one from under his coat*]. Let us suppose it is the earth. I stick a pin on this side and call it Spain. On the other side I stick a pin and call it India—Now, suppose a fly lights on the spot that I have called Spain, by turning right or Eastward he can reach India or by turning left or Westward he can reach the same place just as easily. Do you see?



Strange men came running toward them.

FOURTH STUDENT: Do we see? Certainly we see the apple and we can imagine that we see the fly too. It is very silly though, to imagine the earth an apple or anything like it.

FIFTH STUDENT: And suppose you do sail westward as you want to do, how are you going to get back? Did anyone ever hear of a ship sailing up hill?

SIXTH STUDENT: Or suppose you do sail out into the ocean and travel too far west or east you will fall off the edge and all the sailors and ships will go where? You surely are mad!

SECOND STUDENT: And suppose that the ships do not fall off the edge of the ocean; there are those terrible sea monsters that will swallow men and ships in a single mouthful! [All turn away from Columbus, shaking their heads and saying, "He is surely mad, who ever heard of such nonsense."] [All turn away from Columbus.]

COLUMBUS: My only hope is to ask the king and queen for a ship and some men to help me.

SEVENTH STUDENT: Men of your kind have no business with kings. Why don't you buy yourself a fisherman's boat and make an honest living with your nets. How dare you imagine that you know more than these men who have studied the arts of navigation from Prince Henry the Navigator. You are surely mad.

[All take their seats except Columbus who walks up and down on the stage.]

NARRATOR: But there were a few good and learned men who listened to his story. One of these men was Father Perez, the prior of the monastery of La Rabida and a

good friend of the queen. He went to Columbus and said:

FATHER PEREZ: What is this you say? If you had ships and men you would travel westward and find new lands across this great ocean? I am a good friend of Queen Isabella. I know if she hears your story she will help you. You may find new lands and bring the word of God to the people there. Come with me, I shall take you to the Royal Palace.

[Both walk over to the side of the stage where the king and queen are sitting. Columbus bows before them.]

QUEEN: You say that if you had money for ships and some men you would travel westward across the ocean and find new lands — Ferdinand, will you help him?

KING: No, there are too many navigators risking their lives out on the ocean. I will not waste money on this fellow.

QUEEN: If we cannot get the money any other way, I will pawn my jewels and set up some ships for you, Columbus.

NARRATOR: When Columbus learned that finally he was to receive help from Queen Isabella, he was very happy. He was appointed admiral, and a fleet of three ships was ordered to be gotten ready for him. The ships were called the Nina, the Pinta, and the Santa Maria. The Santa Maria, which became the admiral's flagship was named after the Blessed Mother. At once Columbus set about buying provisions for the voyage. Since no one knew how long it would be, it was necessary to store as much food and water as possible. One morning in August, 1492, there was a great stir in the seaport town of Palos, Spain.

Everybody was hurrying down to the harbor. All were excited and talking about Columbus and his three ships that were to leave that day. Some were crying, some were angry, and some in despair.

[*A crowd of children leave their seats at the word "stir" and stand at the corner of stage across from Columbus and his three ships. These children represent the relatives of the sailors and act out the "crying" — "anger" — and "despair" as they watch Columbus fitting out the three small ships.*]

FIRST SPANIARD: Only think of it! Think of sailing into waters that are always boiling hot.

SECOND SPANIARD: And if you escape being scalded — then, there are these sea-monsters that will swallow men and ships at a single mouthful!

THIRD SPANIARD: Oh! why should the queen send men on such a hopeless journey?

MEN: It is all on account of that Italian sailor who says that the world is round.

ALL: Alas, we will never see them again.

[*They begin to wave their handkerchiefs and hats as the "ships" start down the aisle, with Columbus at the head.*]

NARRATOR: The last good-byes were spoken. The moorings were cast loose and just before sunrise the ships sailed slowly out into the vast western ocean.

SPANISH PEOPLE: Alas, we will never see them again [*these take their seats*].

NARRATOR: It was not long before the land was out of sight. At first the men were busy and had no time to think about the dangers ahead. But as the weeks went by and they got farther and farther away from home, they began to worry. Day after day, and week after week they kept sailing westward. On all sides they could see nothing but water. They began to think of the stories they had heard about the boiling sea, the dragons that would swallow their ships, and about the danger of falling off the edge of the earth. [*The "ships" shade their eyes, watching for land.*]

NARRATOR [continues]: At last the sailors gave up hope and start to mutiny.

FIRST SAILOR: Why should we obey this man Columbus, who is surely mad?

SECOND SAILOR: Let us throw him into the ocean and start the ships for home while we can.

THIRD SAILOR: We will all perish. Alas!

COLUMBUS: Be patient, my friends. Be brave, we must be near land soon. I promise a great reward to the one who first sees land.

NARRATOR: Soon the sailors noticed seaweed, a piece of wood floating on the

water, and a land bird. Their spirits rose. That night no one could sleep; all were excited and watching. At about three o'clock was heard:

ONE OF THE SHIPS: Land, Land, Land!

COLUMBUS AND THREE SHIPS: Where, where is the land?

SHIP: There, there straight before us.

COLUMBUS: It is land indeed. Let us put on our armor and be ready to go ashore.

[The ships and Columbus act out jump-

ing ashore. All kneel and Columbus says, "San Salvador, the land of our Saviour. Let us take possession of this land for the King and Queen of Spain." Act out planting Spanish flag, seeing strange birds and trees, etc.]

NARRATOR: Strange people came running toward them. Looking with wonder at the ships.

[Indians come on stage, act out astonishment at seeing the ships. Fall down before Columbus and his men thinking that

they are gods.]

COLUMBUS: This must be a part of India. So, I shall call these natives Indians. See how gentle they are.

[Indians offer gifts of fruits—pineapple, coconut, beads, etc.]

COLUMBUS [continues]: These people will be easy to train. Let us take some of them back with us to Spain and now let us turn the ships home and carry the good news to the queen.

[Children all sing "America".]

Rosary Knight

A Musical Playlet about St. Dominic and the Rosary

CHARACTERS: Blessed Virgin, St. Dominic, Chorus, Narrator.

The curtain rises on the chorus, preferably arranged in three rows with smaller children in front row and larger at back. The narrator may be at one side, or he may read off stage. A child representing a statue of the Blessed Virgin is standing on a low pedestal in front of the chorus at one side.

The chorus sings a hymn to the Blessed Virgin. "Ave Maria" or "Lovely Lady Dressed in Blue" may be used. The hymn is sung, and some or all the voices continue to hum the melody while the narrator speaks:

In the daring, adventurous days of knighthood, through peace and battle, there rode brave knights on beautiful horses, knights clad in shining armor, with trusty swords at their sides. In those days, fair ladies were won by these knights through daring adventures. Castles, kings, nobles, over many acres of hard-won land, with poor, meek peasants tilling the soil made up the countries of Europe. Robbers stole people's goods. Heavy taxes overburdened the poor. It was hard for the peasants to earn a living, and those of the nobles who had kind hearts pitied them. There were many clean of heart who loved the Church, but there were some who turned against her and led others to do likewise.

In the year 1170, a happy, religious family in Spain was delighted when God gave them a baby boy, whom they named Dominic. But the happy mother and father could not know that their little Dominic would grow to be a knight in shining white armor to hold the sword of faith high

**Sister M. Emmanuel,
P.B.V.M.**

Saint Teresa School

Huron, S. Dak.

among his people. They could not guess that Dominic, through daring all things for God, would win the favor of his Lady Fair, the Virgin Mary, so that she would give him the great gift of the Rosary.

From the day he was able to read, little Dominic loved books. But one day, when he was about 12 years old, he saw some poor people in need of food, and so he sold his precious books to buy food for them. Another time when he was riding in the country, he saw an old man working as a slave. Dominic felt so sorry for the old man that he went to the owner to offer himself as a slave in the old man's place. The offer was refused, and Dominic remained free.

When he was older, Dominic established the Dominican order of priests for the conversion of heretics. These priests still call themselves the "watchdogs of the Lord." Dominic himself preached against the Albigensian heresy, centered in Albi in southern France. The heretics would have nothing to do with the sacraments, and they did not recognize the Pope, the bishop, the priests, or any lawful religious authority. The Church had tried for thirty years to convert the Albigensians, and finally crusaders took up arms against them. Dominic, however, did not like the idea of fighting. He wanted to win them peacefully.

On one still night in Albi, the stars were shining their brightest, and the moon was a beautiful picture in the sky. Footsteps could be heard coming along the path to the Chapel of Our Lady.

[Dominic enters, weakly. He is dressed in a Dominican habit. He goes to the statue of the Blessed Virgin and kneels with head bowed until she addresses him. Then he looks up in amazement.]

It was Dominic. He looked very tired and worried. He walked up the steps and into the chapel, up to the statue of our Lady. He knelt there a long time, his head bowed in pleading. Suddenly out of the silence, he heard a sweet voice call his name. . . .

[Humming stops during above passage.]

B.V.M.: Dominic [louder] Dominic!

Dominic: Mary! My Blessed Mother!

B.V.M.: Dominic, why do you worry?

Dominic: Oh, good Mother, I am a failure. I cannot get these people to listen to me! I've tried everything to make them come back to the faith, but they just won't listen.

B.V.M.: Do not worry, Dominic.

Dominic: But what shall I do, dear Mother?

B.V.M.: You must pray. You must teach the people to pray. Take my Rosary. [She gives it to him.] It is a chain of prayer. Teach it to the children. Then the others will come, and all will listen to you. Only prayer will convert the heretics.

Dominic: Oh, good Mother, help us. Only your help will bring success.

[Dominic leads the first Hail Mary, and the smaller members of the chorus, with moderate pantomime of children showing

surprise, interest, and piety, gradually join in the response. On the second Hail Mary, the second group join, and on the third Hail Mary, all are kneeling to join in the response. The group remains kneeling, while chorus takes up humming of melody of the hymn sung at the first during the narrator's closing paragraph. When he finishes, the chorus sings the words of the final part of the hymn.]

And so Dominic took the Rosary of the Blessed Virgin. She taught him how to

say it, each decade in honor of a mystery in the life of Mary and her Divine Son. And this brave knight of the Blessed Virgin taught the Rosary and won many souls through Mary. Ever since, Mary and her children have been working miracles through the Rosary.

[Closing part of hymn. Curtain.]

[This playlet has been successfully used with fifth-, sixth-, seventh-, and ninth-grade children.]

gregated in groups were just as happy to be the onlooking spectators. After all, they were responsible for this beautiful spectacle to a very great extent. Weren't they kept happily busy for weeks and days designing and sewing the lovely outfits of St. Francis (and there were many varieties) St. Patrick, St. Michael, St. Agnes, St. Angela, and a host of others?

Incidentally, the co-operation of the parents was indeed gratifying! In round figures about 75 per cent of the youngsters participated. Next year it is hoped that our goal of 100 per cent will be reached.

After the exciting parade our exuberant saints of the day tucked up their robes and abandoned their halos as they enjoyed a rollicking party at the school in the company of their teachers. The memory of this first unique celebration will long remain in the minds of these happy youngsters because colored movies of the parade had been taken by a thoughtful mother and an alert member of the faculty.

Rev. Charles Florek, O.S.B., is the pastor and the Benedictine Sisters of Tinley Park, Ill., are the teachers at the school.

Bring the Saints Back into Halloween

The eighth graders of St. Michael School, members of the "Catholic Civics Clubs of America," sponsored a unique and Catholic Halloween observance as one of their club activities during the past school year.

With the co-operation of the entire school body they reverted to an old Christian custom of celebrating Halloween. This holiday, which was once a religious feast, was observed last year by the entire school as a day for emerging in their favorite saints' garb rather than in those of gypsies, pirates, goblins, and the like.

The young Catholic Americans firmly believe that if St. Michael School makes this celebration a tradition and encourages other schools to do the same, it will make

Sister M. Remigia, O.S.B.

St. Michael School

Chicago 9, Ill.

their slogan "Bring the Saints Back into Halloween" just as popular as is the "Bring Christ Back into Christmas" movement.

In the earlier years of Christianity, All Saints' Eve was a religious celebration which included parades and processions in which youngsters representing the various saints participated.

Not only did our own boys and girls enjoy parading through the streets of their vicinity on the afternoon of the Halloween celebration, but their proud mothers con-



All Saints Parade — Halloween — St. Michael School, Chicago, Ill. The two kindergarten children who impersonated St. Benedict and St. Scholastica just about stole the show.

THE AMERICAN CATHOLIC

The "American" Catholic is one in whom there has been developed a proper appreciation of patriotism, and who can recognize the reason for the preferential tears that our Master shed over Jerusalem the capital city of His own nation. Our "American" Catholic will be conscious of the fact that the form of government we have in this wonderful land exists for the benefit of the individual citizen, and that the citizen does not exist for the benefit of the state. The democracy we enjoy is not something that came from alien sources. A comparison of sections of St. Thomas Aquinas and St. Robert Bellarmine clearly indicates that our Declaration of Independence was derived from the traditional streams of Catholic philosophy. He will know that there are inalienable rights received from God which the state does not give, and cannot take away, and he will show, at all times, the respect for authority, inherent and God-given, to properly constituted officers of our government. He will recognize that, for the common good, his natural rights may be limited in the exercise thereof, and rest secured in the knowledge that they can never be wholly or permanently taken away. He will find in the body politic that the well-being of democracy depends upon the integrity of individual Americans. Consequently, he will strive, at all times, to discharge the obligation that comes with the privilege of membership in that democracy. The obligation to exercise his right of franchise in the election of public officers will be not only a privilege, but a duty. And if he should be called to public office, he will hold it as a sacred trust. And lastly, he will hold himself ready for any self-sacrifice necessary to promote the common good of the whole American people. — Rt. Rev. James E. O'Connell, St. John's Seminary.

Maintenance, the Responsibility of the Typing Teacher

Typewriters are complicated machines. Seldom, if ever, do they "wear out." However, constant use by unskilled hands causes them to become so maladjusted that it is impossible to produce satisfactory work. Keeping the typewriters in first class condition is the responsibility of the typing instructor.

Good performance is the prime requisite of any typewriter. If a machine functions properly it seems foolish to dispose of it. Whenever a typewriter is constantly on the "blink," more in the hands of the repairman than in actual classroom use, it is imperative to replace it by a new machine. The students may "gripe" about working on old model machines, but they must be made to understand that not every office they enter will be equipped with typewriters with the "new look," or with hues that blend with the color scheme of the room. They will find many offices with outdated typewriters that are giving excellent performances.

Purchase of Equipment

The final decision for the purchase of new equipment should be in the hands of the principal of the school. The typing instructor should act as consultant, point out which machines are no longer giving satisfactory service, and offer tips and suggestions on the latest typewriters. The instructor is best qualified to give this information; the principal is in a position to know whether or not the financial status will permit purchasing new equipment.

A reliable repairman is essential in keeping typewriters in good working condition. If possible, the same one should be called every time the machines need servicing. A wise teacher will remain with the repairman while he is making adjustments or replacing broken parts. Many helpful hints can be garnered by watching another apply his trade.

How to Keep Typewriters in Good Condition

Special instruction in typewriting repair would be a valuable asset for every typing

**Brother Robert W. Blume,
S.M.**

Purcell High School
Cincinnati 6, Ohio

teacher. Very few, if any, have been fortunate enough to have had this specialized training. However, every teacher possesses enough mechanical ability to make simple adjustments to keep typewriters in working condition most of the time. Interweaving remarks and counsels on the proper care of the typewriter while teaching typing techniques will keep repairmen calls to a minimum.

Proper care of the typewriter should begin with the first lesson, and continue throughout the various stages of learning. Brief suggestions for keeping the machine in working order should be given to the class during the rest periods; more personal instruction while the teacher is giving individual attention to a student.

Usually the novelty of the typewriter wears off after a few weeks. Then the student, instead of patiently endeavoring to develop proper stroking techniques, begins to pound and poke the keys. Whenever a student adopts such a procedure, the alert teacher will spend a few minutes of individual work with him, showing that the proper functioning of the machine depends on the operator. Often this personal attention works wonders in overcoming this difficulty.

Extra Typewriters

Several extra machines should be on reserve. Should any student have trouble with his machine, one in good working order can be substituted immediately, so that valuable time will not be taken from the instruction. While this interchange is taking place, the teacher should note the machine number on his pad, with a brief memo about the repairs needed. After school the teacher can make the minor repairs, or if this is not possible put the type-

writer aside until the repairman can service it.

It is a good policy to have each typewriter marked with a large white numeral stenciled on the side of the machine with library numbering tape. Serious damage and costly repair bills can be prevented if the students report any machine trouble as soon as it develops. These large numerals on the machine expedite keeping a log of necessary repairs.

Skipping and Jamming

It is nothing unusual for students to complain that their machine skips. In most cases, the skipping is not caused by faulty mechanism, but the result of jerky, uneven typing, lingering too long on the keys, or an uneven touch. Or perhaps, the thumb is not striking the space bar squarely. Should the spacing mechanism be defective, it should be corrected by the repairman.

Jamming or piling of the keys is the result of faulty technique, a very discouraging factor for beginners in typing. A demonstration showing the cause of jamming will spur the student on to make heroic efforts to improve his techniques. Rhythm drills, accompanied by music, is the solution to this problem. (The Gregg Publishing Co. has a new series of six, 10-inch, 78-r.p.m. records for \$12. All the selections are classical numbers, with a distinct superimposed metronome beat. They range from 16 to 52 words a minute.)

If the student is taught to separate the type bars gently whenever they jam, no damage is done to the typewriter. Not every student will take this admonition seriously, but they will try to force the keys apart, or try to lift the keys on the keyboard which results in slightly bent keys.

It is a delicate operation to straighten keys. Sometimes "pinging the keys" will do the trick. It is rather easy too. Depress the key halfway. With the aid of the index finger pull the key in the opposite direction to that in which it is bent. A pinging sound

is heard when the key is released. One operation may solve the difficulty. If not, repeat the action several times. If the key continues to stick in the guide, have the repairman correct it.

Changing Ribbon

Early in the year, every student should be taught to change the ribbon on the typewriter. Unless the teacher is on his toes, ribbon troubles will follow. After each replacement, the machine should be checked to see that the ribbon is moving off the spool in the right direction and correctly threaded through the ribbon mechanism at the printing point. Should the eyelet be missing from the ribbon, a knot tied about 6 inches from each end will serve the same purpose and keep the ribbon reverse in operation.

Nothing is more exasperating than to have the automatic ribbon reverse broken. Even though the serviceman is needed for this repair, the student can continue to use his machine, by reversing the ribbon with the reverse knob or lever. A "chewed-up" ribbon indicates a hard platen. The type faces are apt to be damaged unless the hard platen is replaced.

Erasing

If the proper method of erasing is taught — moving the carriage either to the right or left before erasing (students need to be reminded of this constantly) — the slots where the type arms connect to the machine will not clog with dirt and erasure particles and cause the typewriter keys to stick. Should this occur, the dirt can be dug out with a small flat piece of steel.

Replacing Broken Carriage Band

Carriage tension controls the spacing between the letters. If the letters run together, there is not enough tension; if the spacing is slightly large, the tension is too great. To increase the tension on a Royal typewriter, turn the large setscrew in the back of the carriage band wheel in a counterclockwise direction; to decrease tension, turn the setscrew in a clockwise direction. On an Underwood, use the opposite motion to adjust the carriage tension.

The carriage band is the source of power for the typewriter. It is located under the carriage and winds on the wheel at the left side of the typewriter. When the band becomes loose or breaks, the carriage power is cut off. Students become embarrassed when the carriage stops functioning because of a broken band. They envision serious machine trouble and heave a sigh of relief when assured that the machine

TEEN COMMANDMENTS

Four thousand Catholic students in San Francisco have drawn up a "Teen-age Ten Commandments" as their answer to juvenile delinquency. The commandments are:

1. Stop and think before you drink.
2. Don't let your parents down: they brought you up.
3. Be humble enough to obey. You will be giving orders yourself some day.
4. At the first moment turn away from unclean thinking — at the first moment.
5. Don't show off when driving. If you want to race go to Indianapolis.
6. Choose a date who would make a good mate.
7. Go to church faithfully. The Creator gives us the week. Give him back an hour.
8. Choose your companions carefully. You are what they are.
9. Avoid following the crowd. Be an engine not a caboose.
10. Or even better — keep the original Ten Commandments.

can be put back in operation in a matter of minutes.

To replace a broken band, turn the carriage wheel clockwise by hand until tight; then hook the carriage band to the wheel with the smooth side up, and pull the band from the left to the right side of the machine where it is anchored to the flat projection on the bottom of the right side of the frame of the carriage. An improvised tool, modeled on the old-fashioned shoe buttoner, can be made from a foot or more of stiff wire to facilitate pulling the carriage band from the one side to the other. Afterward it will be necessary to adjust the tension of the band by using the setscrew directly behind the carriage band wheel.

Throwing the Carriage

Throwing the carriage with the same force is one of the most difficult techniques for a student to acquire. Inconsistency in returning the carriage usually results in an uneven left-hand margin. Teeth are broken from the margin rack if too much force is exerted.

Vibrations of the machine may cause the small horizontal setscrew, located back of the paper table on the Royal magic margin, to work loose. Turning the setscrew to the right will restore an even left-hand margin. On an Underwood, this adjustment screw is found on the right side under the frame that mounts the pointer indicator for the paper scale. It can be located by pulling the carriage to the extreme right. Having the serviceman install a new rack is the only solution for broken teeth in the rack.

Cleaning the Typewriter

A daily cleaning of the typewriter is

recommended, as well as covering the machine and arranging the desk neatly before leaving the room. This should be insisted on even though another typing period follows immediately.

To clean the machine, it is often necessary to remove the platen of the typewriter. On the older style Royal, the cylinder knobs can be removed by loosening the two setscrews just inside the knobs. Then the cylinder shaft can be removed from the right side of the machine by loosening the two platen setscrews. After the shaft has been withdrawn, the platen can be grasped in the center and lifted free from the machine.

It is much easier to remove the platen from the new Royal typewriter. There is a small chromium knob mounted over the slide cover over the right of the platen. If this chromium knob is pulled forward, and simultaneously, the right cylinder knob lifted up and to the right, the platen will slip out.

On the new Underwood typewriter, if the two flat box-shaped covers over the ends of the platen are lifted up and pushed back, a small chromium lever will be found at each end, in front of the platen. Push these levers back. Grasp the platen by both cylinder knobs and lift straight up.

The same technique can be applied for the removal of the platen from the Remington as that used on the L. C. Smith. The entire platen assembly can be lifted out of the carriage by releasing the right and left platen locks.

During the summer vacation all the typewriters should be cleaned thoroughly, oiled, and adjusted by the repairman, so that every machine will be in first-class condition for the opening of school.

Typewriters can be kept in excellent working condition throughout the year, if the students are educated to take proper care of their machines, and if the teacher performs all minor repairs. However, there will be times, when the repairman must be called — to replace broken parts and to adjust the more complicated parts of the machine.

CATHOLIC LEADERSHIP

So long, so valiantly, and so well have priests carried the burden of scholarship and leadership among Catholics that many laymen seem to view them as exclusively clerical functions. Catholic laymen must assume more and more the tasks of scholarship and leadership if Catholic social thought is to obtain a hearing in the U. S. — Dr. John J. Kane, University of Notre Dame.

A Guidance Program

YOU WANT TO BE A SUCCESS, DON'T YOU?

An open letter to the Students of....
.....High School.

Welcome! We are happy to welcome you to another scholastic year. May it be a year of spiritual, intellectual, and moral growth.

To accomplish this, we propose a plan which is rather definite and specific. It will give you an opportunity to understand the real purpose of life, of education, and the means at your disposal to accomplish this purpose.

At the present time, we are passing through a crisis which demands young men and women of strong moral character, who will stand up for the right, even in the face of opposition. God and our beloved country expect leaders who will uphold the God-given principles of "life, liberty, and the pursuit of happiness."

We need boys and girls who will put duty before pleasure, God and His commandments first. Boys and girls who are Christlike will meet the challenge.

You have the opportunity *now*. Use this year to develop a character that is *honest, sincere, upright* — cost what it may. No person can take your education or training from you. But, these are not acquired without *effort, work, and prayer*.

You are very fortunate in attending a high school where spiritual, moral, intellectual, and material values occupy their respective places. Your high school offers you every opportunity to be a success in life.

This may sound like a big "order." You are not expected to work alone. We have worked out a plan this year to enable you to reach your goal more easily. It will make your school days happier and your treasure of knowledge more secure.

Co-operation is the key to success in this venture.

Watch the bulletin boards for more surprises.

Good luck! God bless you!

SEPTEMBER

CO-OPERATION

Religious Patron:

Mary the Mother of God, who co-

Sisters of Divine Providence

Allison Park, Pa.

operated in the work of our redemption.
Civic Leader:

Benjamin Franklin or Myron Taylor.

Aim:

To make students aware of the fact that co-operation is necessary for success in all walks of life.

To gain an understanding of some definite ways of developing this characteristic or virtue.

Explanation:

What does co-operation mean? Do you know of specific instances where the individual would have been successful if there had been co-operation? Why is co-operation necessary in school? at home? at work? etc.?

Suggested Procedures:

Have the open letter posted on the bulletin board. Discuss it in class by having the students realize, at least to some extent, the meaning of terms used, importance of co-operation as a means of success in their own lives now and in the future.

List their answers on the blackboard. Evaluate them.

Use the questionnaire as a pretest. Distribute papers so that ownership of papers is not traceable. Since we are changing the project each month, it may be well and of value to have the same questionnaire used at the end of the first semester in the same way. Check results with the first questionnaire.

A poster showing co-operation in the four fields of endeavor: scholastic, religious, social, recreational, would be effective.

Personal Check:

How did I co-operate with my teachers today?

Did I co-operate with the regulations of the school?

Did I carry my Rosary today?

Was I friendly and kind to my classmates today?

EDITOR'S NOTE: Here is the September installment of a series of suggestions for a guidance program.

Was I sociable during the lunch period?
Did I do as my parents expected me to do today?

Did I co-operate with God's grace today?

QUESTIONNAIRE ON YOUR CO-OPERATION

Scholastic

1. Do I attend school regularly unless legally excused?
2. Am I on time for class?
3. Do I observe regulations with regard to corridors, stairs, etc.?
4. Do I observe silence, greet the teacher the moment she enters the room?
5. Do I co-operate with every teacher?
6. Have I my classroom, desk, and other school supplies in order?
7. Do I refrain from disturbances of any kind during classes that might annoy teacher or pupils?
8. Do I hand in assignments on time?
9. Do I make good use of my study period?
10. Do I avoid disturbing others during the study period?
11. Do I try to interest my parents in the activities of the school?
12. Am I willing to assist any of the societies; e.g., history, science, literary, if asked to do so?
13. Do I take part in the forensic league?
14. Do I take part in the history, science, or literary honor society?
15. Do I pray that I may succeed in my studies?
16. Am I honest in all my school work?

Religious

1. Do I receive Holy Communion with the Sodality or the Holy Name?
2. Do I receive Holy Communion on the First Friday?
3. Do I use a prayer book during Holy Mass?
4. Do I foster the habit of frequent reception of Holy Communion?
5. Am I forming the habit of praying when tempted?
6. Do I carry a Rosary at all times?
7. Do I pray the Rosary frequently?

Social

1. Do I attend the social affairs of the school?
2. Do I attend the socials sponsored by the "honor" societies?

3. Do I attend social activities sponsored for the benefit of the school?

Recreational

1. Do I attend *our* basketball games?
2. Do I conduct myself at the games so that my school may be proud of me?
3. Do I try to interest my parents in the games?

4. Do I sell tickets for games or for the socials held for the benefit of the team?
5. Do I pray for the success of *our* team?
6. Do I try to uphold the morale of the team when defeated?
7. Am I interested in the work the team is doing for our school?

Laboratory Approach to Geometry

This article offers a reportorial account of the results obtained by a mathematics teacher in an attempt to provide the class with an additional educational stimulus by conducting a laboratory period in conjunction with the usual class period set aside in the curriculum for geometry.

The students participated in a week of laboratory work, during which time they created objects demonstrating mathematical principles, including plates of geometric designs in color, samples of curve stitching which were based upon the circles, manipulative boards, and mobiles.

Geometrical Drawing

In preparation for this work, basic constructions were introduced in all chapters from the very beginning, so that the students were able to construct diagrams early in the course, and gain skill in the use of the compass. Later these constructions were reviewed and expanded when the students completed the course pertaining to construction and locus. In order that the students might have a clearer concept of the laboratory approach, visual aids were introduced, for example, film strips portraying "Geometry in Art" and "Locus." Geometric designs employed in commercial art were secured from magazines and brought to class as an additional proof of what can be accomplished in the fields of modern design with an empirical and scientific knowledge of geometry.

One of the high lights of this educational venture which aroused the greatest amount of interest was the mobile, designed and constructed to offer a concrete example of the way in which geometry is utilized in many phases of endeavor, such as interior decoration and the manufacture of modernistic toys. The basic goal to be attained in constructing a mobile was to arrive at a figure which possessed perfect balance and

Sister M. Vincent, O.S.U.

St. Ursula Academy
Toledo 10, Ohio

graceful movement. This experiment also presented a challenge to the teacher's imaginative powers in developing the student's manipulative skill and stimulating her interest in accomplishing these geometric space designs.

The modern mobile was created to produce movements, assuming ever changing patterns as they swing at the slightest touch or movement of air. It is balanced, designed, and shaped according to one's own interest and creative desires to produce a fascinating, moving, and colorful decoration.

A Teaching Aid

The manipulative board, equipped with pegs and elastic for rapid movement, proved to be a powerful stimulus for learning, which aided the student in discovering from experimentation the relationships of geometric patterns to one another. The students manifested scientific curiosity leading to investigation and discovery when a board was made to demonstrate the most important geometric principles and propositions of a unit. This was illustrated by the device which exemplified regular polygons of three, four, five, six, and eight sides all constructed on the same base and quickly manipulated by elastic placed at the proper pegs for the desired polygon. Another unit completed by this effective method was the circle and the lines and angles associated with it.

All teachers are faced with the challenging problem of maintaining a vital and steady plane of interest in the classroom. This seems particularly difficult for various teachers of mathematics. This attempt at conducting a laboratory period in geometry evoked such intense interest from the students that an exhibit displaying examples of work achieved was erected in the corridor and classroom of the school.

In addition to this singular experiment, there are many other devices which an alert teacher may employ; activities and techniques which assist in maintaining student interest and enriching the everyday learning experiences in the classroom. Geometry is alive and flourishing!



Completing a week of "laboratory" work in geometry, students of St. Ursula Academy, Toledo, Ohio, balance a mobile and place design for an exhibit.

When Knighthood Was in Flower

The tall figure of a Man, divinely majestic, reverently embraced the most beautiful of women and then stepped forth to pour upon the world His daily service, which comprised tenderness for the poor, help for the needy, cure for the ill, and comfort for the sick of heart. This was Chivalry, true—but untermmed. And ever since the time of Christ have His followers continued to keep alive His spirit. And ever since has this same woman, Queen of Hearts, been the impelling power in lives that have been worth while. The Apostles were her first chevaliers and each age has been marked by deeds of heroism on the part of those whose inspiration she has been. What our Blessed Mother meant to St. Thomas of Canterbury we can glean from the following incident. He, with other students were reclining in a cloistered garden and each lad in turn recounted with pride the virtues of his "Lady Fair." Thomas was last and, rearing up his stature tall, spoke thus:

"Ye may boast your full, my gallants,
Of your sweethearts, one and all,
Be she dame or be she duchess,
Aye, or princess of the line,
Not a sweetheart in the realm
Can compare with mine, with mine!
Oh, her face is like a flower
In its rarest, tenderest bloom,
Her hair a golden splendor,
And her breath a rich perfume,
And rays of melting glory
From her eyes, like moonlight, flow
For oh! she loves me, colleagues,
With a love that passes show."

He stopped abruptly and hastened down a pathway by a brook to a chapel of our Lady and kneeling asked her to forgive his fond trope while he consecrated himself anew as her knight. Need we ask what was the motive power whence issued his noble life as priest and bishop and saint and martyr?

The spirit of Christ waxed and waned throughout the centuries until in the Medieval Ages we find its true reflection as a well established and widely spread institution whose distinctive characteristics were loyalty and unselfishness, reverence for woman, and protection for the weak. Minds of the day felt the necessity of giving to their ill-regulated passions an ideal — hence Chivalry. It stood for all that was

Sister M. J. Benigna, O.M.

St. Joseph Convent
Hartford 5, Conn.

noble, pure, and good; it was an enthusiasm for the beautiful. Of its military character suffice it to say that "Chivalry was the Christian form of the military profession: the knight was the Christian soldier." The Church, nay the world, was proud of her knights.

Preparation for Knighthood

Preparation for knighthood was serious and long. It really began at infancy. Until he reached the age of seven, the child was usually confided to the care of women. He was strictly treated by his nurses who never left him and who bestowed upon him none of that coddling or attention one might connect with the upbringing of the nobles. The entire child life consisted of two phases. In the house there were backgammon, dice, and chess; in the open air, exercise on horseback. Friendship between the horse and the lad was cemented at a very early age.

At seven, the education of the knight-elect commenced. Usually he was sent to the court of some noble where training in religion, courtesy, and self-control was obtained. Later, reading and Latin found their place in his curriculum and, in addition to the physical training, much time was spent in discussions on military matters, literature, and law. After serving as a page for seven or eight years, the youth became an esquire and could then accompany his lord, fight by his side, protect him in danger, and carry him from the field if wounded.

The immediate preparation for entry into Chivalry was proportionate to the solemn nature of the ceremony itself. This was due to its close alliance with the Church. The Church during the Middle Ages has rightly been compared to the sun which illuminates everything and from which no living thing can definitely withdraw itself. At this time she recalled those grand and solemn vigils which had been held in all early Christian churches during the bright nights of Easter and Pentecost, and which terminated at dawn with the baptism of catechumens garbed in white robes.

These beautiful customs and symbols she incorporated into the preparation, thus raising knighthood very near to the level of a Sacrament. In fact, it was frequently spoken of as the eighth Sacrament. To accentuate the dignity and sacred character of the step, some Church festival, generally Easter or Pentecost, was selected as the day on which the aspirant was to be admitted to the ranks. Around him was created the atmosphere of monasticism—the knight was looked upon as little less than a monk. For one week previous to the appointed day, the candidate observed a strict fast. On the eve of the feast, the earnest young man passed the entire night in prayer in some church or monastery, eagerly awaiting dawn which was to bring his "second baptism." Many undertook this vigil in the name of the Blessed Virgin. Nor did the aspirant leave the convent until he had heard Mass, received Holy Communion, and remained for the recitation of Matins. The young baron then returned to the castle where a bath had been prepared for him and from which he came forth invigorated and imbued with the idea that, "As the infant emerges without sin from the font after Baptism, so do you emerge from this bath spotless and without blemish." He then donned the white robe of the primitive catechumen, being reminded that "Those who desire to reach heaven should be pure in mind and in body." The youth then left his room, traversed the hall and came upon the steps. The moment he appeared in the full light of the morning, a general cry of admiration ascended from the terraces where his relatives and friends proudly viewed him.

Knighted by the Bishop

The actual ceremony often took place in the open air but more often in a church or cathedral at a pontifical Mass, the Bishop having been requested to officiate. Regardless of the place and spectators, the novice, magnificently attired, conducted himself with becoming gravity during the entire service. When the unsheathed sword which had been laid upon the altar, was blessed and presented to him, the young baron could no longer contain his emotion but would regard it long in silent admiration and then lifting it slowly to his lips

would reverently kiss it, breathing a prayer, no doubt, that he would never misuse it. He was then girt with the remainder of his armor. The consecrator, in solemn tone and demeanor, generally preached a little sermon in which were embodied the principles of the beauty and nobility of knighthood. At the conclusion of this, the aspirant solemnly pronounced his vow to help the distressed, to defend religion and women, to keep his character unstained. The scene generally terminated in the buffet or colee—not the rough type of early days but the gentle pressure of the flat of the sword by the consecrating clergy who then administered the oath. "In the name of God, of St. Michael and St. George, I dub thee knight. Be brave, bold, and loyal." Cordially was the newly created knight received by his relatives and friends. The remainder of the day was spent in entertainments of an elaborate nature during which the elated knight gave evidence of the skill he had acquired with sword and horse.

Ideal of Womanhood

"My strength is as the strength of ten because my heart is pure." To such a moral standard did Chivalry raise society. Womanhood was uplifted to a high dignity and the individual strove to attain the ideal. On the other hand, the chevalier endeavored to prove worthy of his trust and thus furnish a model type of manhood. He felt in reverencing ladies that he did honor to her whom all knights regarded with a sacred love—the Mother of God.

"Woman above all other women glorified
Our tainted nature's solitary boast."

In protecting a woman, he protected her prototype, her heavenly image. Man's ideal of woman is an old story. It has been written and sung in every language. The greater the poet, the more beautiful this ideal. Shakespeare wove his dream of good women in every page he ever wrote. What would have been Dante's works without his Beatrice? The lesser poets carried the same message. Shelly and Keats in their more sublime moments made her more angel than human. Tennyson in his songs of the Princess; Blake, Wordsworth, Coleridge with their mysticism; Browning and the two Rosettis sang of this ideal. Above all, Patmore and Francis Thompson with their truly spiritual song stir our hearts and touch our soul. No poet has ever had a sweeter, purer dream of the ideal woman than Francis Thompson. Again and again we find him paying tribute to the purity of woman. He sang of the eternal mother in the heart of woman. Even in his love songs he struck a spiritual note.

Rise and Fall

Hence valor, courtesy, hospitality and loyalty were developed, compassion for the suffering was inspired, and tenderness for the weak was fostered and encouraged.

The political effect of the Order was at the same time beneficial and detrimental. The Christian holding the Holy Land and the action of the Order in this regard enkindled a universal indignation and aroused a strong enthusiasm to regain the sacred territory. This was an asset.

The pre-eminence and prestige attained by the knighthood engendered those exclusive and aristocratic tendencies which invariably are productive of a strong cast spirit. This gave rise to disorders and discontent with serious results.

Chivalry contributed a new factor to the evolution of literature. The epic romance appeared with its "lovely passages clothed with beautiful flowers, the air full of birds," and a young knight proceeding in search of the unknown through a series of adventures. Vividly depicted defiances, magnificent duels, enchanted castles, tender love scenes, and mysterious talismans held the reader fascinated. The style was at-

tractive, and the language, polished, chastened, and perfect.

We still have the deeds of chivalry immortalized in the "Arthurian Legends" on which Tennyson based his "Idylls of the King" and his "Sir Gallahad." Lowell also furnished us with the type of the brotherly love knight in his "Vision of Sir Launfal."

The "Flower of Feudalism" attained full bloom at the time of the Crusades during which period it was most closely related to the Church, the clergy urging the knights and blessing their efforts. After this stage of growth the movement lost its religious aspect and spirit and hence decadence was inevitable. Reverence for woman was transplanted by passion; tenderness for the weak was supplanted by indifference or cruelty; disinterestedness of purpose was crowded out by selfish aims. A change in the mode of warfare accelerated the decline but the final blow came when Cervantes published his *Don Quixote*. From the crushing ridicule of this satire, knighthood never revived.

Chivalry as an institution has ceased, but the world and particularly the Church can, thank God, still boast of her true knights.

To Thee O Heart of Jesus

Words and Music by SISTER M CHRISTINE, V.S.C.

A musical score for a hymn. The title 'To Thee O Heart of Jesus' is at the top. Below it, the words 'Words and Music by SISTER M CHRISTINE, V.S.C.' are written. The music consists of two staves of four-line staff paper. The first staff starts with a treble clef, a key signature of one flat, and a common time signature. The second staff starts with a bass clef, a key signature of one flat, and a common time signature. The lyrics are integrated into the music, appearing between the notes. The first section of lyrics is: 'To Thee, O Heart of Je-sus, Our hearts we give to Thee.' The second section is: 'O help us love and serve Thee. Draw us near-er still to Thee.'

Holy Name of Mary

—Sister M. Irenaea, O.P.

A musical score for a hymn. The title 'Holy Name of Mary' is at the top. Below it, the author is listed as '—Sister M. Irenaea, O.P.'. The music consists of two staves of four-line staff paper. The first staff starts with a treble clef, a key signature of one flat, and a common time signature. The second staff starts with a bass clef, a key signature of one flat, and a common time signature. The lyrics are integrated into the music, appearing between the notes. The lyrics are: 'Bless-ed be the Ho-ly Name of Mary. Mary is God's Mother.' and 'Her sweet name we love to sing, Sing of our dear Mo-ther.'

Training Children to Value Holy Communion

Only by the skillful methods we employ in teaching religion to our youth will their characters be deepened and their lives enriched. Great emphasis has been placed on guiding our pupils to understand the Holy Sacrifice and to become active participants in the spirit and action of Holy Mass. The best method of assisting at Mass is to unite with the priest in offering the Holy Sacrifice and to receive Holy Communion. This statement is the answer to Q. 364 in the *Revised Baltimore Catechism*, No. 2. At an early age the children learn about the divisions of the Mass; namely the *Mass of the Catechumens* in which they are taught to prepare to unite with the priest in offering the Divine Victim; and then finally the *Communion* where they Receive God's Gifts to them. It is this last part of the *Mass of the Faithful* that is so seldom stressed in such a manner as to make a vivid and lasting impression on the interior lives of our pupils.

Meaningless Customs

The custom of having children attend First Friday confession and Communion as a matter of routine for the school year tends to prevent Christ from giving the fullness of His grace to the child. Christ wishes to live again for the glory of His Father in each of us so that we will possess a share in the divine personality, a richness in grace, and finally become rightful heirs to His Kingdom.

A Challenging Task

Teaching religion is both our privilege and responsibility. There is yet much to be done to improve the child's education concerning the moment of Communion when he is in possession of Life Itself. Many of us have failed to impress on our children's minds that at the Communion of the Mass God gives to us the blessings and graces He obtained for us on Calvary. The reception of Holy Communion is a vital part of every Mass. Those who do not partake of Christ's Body and Blood at this time are forfeiting many graces for themselves and others, while standing at the very threshold of grace.

The words of the *Third Communion Prayer of the Mass* might serve to encourage those already alive to the Treasury of His Graces:

Sister M. Florentine, O.P.

St. Thomas Aquinas School
Milwaukee, Wis.

"Most humbly we implore Thee, Almighty God . . . that those who by sharing in the Sacrifice of the Altar shall receive the Most Sacred Body and Blood of Thy Son, may be filled with every grace and heavenly blessing."

The careful analysis of this prayer with the class will cause them to realize more completely the part they must take in becoming one with Christ through frequency at the Banquet of Love. The study of the various Propers of the Mass will manifest to them God's love through the Eucharist. In the Postcommunion for the Second Sunday of Pentecost we read:

"Having received Thy sacred gifts, O Lord, vouchsafe the more often we frequent these mysteries, the more surely they may avail to our salvation."

In the Ordinary of the Mass, we may once again lift the veil which hides the great God's beneficences to us in the words:

"What return shall I make to the Lord for all He hath given me?"

Stock-Taking Time

The new school year gives each teacher, especially the one teaching religion, an ideal opportunity for taking stock, both with herself and her class, as to how she can better serve spiritually the pupils committed to her care.

It is impossible for anyone to bestow on us the love of Jesus Christ. This education of the heart belongs solely to our Lord. Yet, stressing the values to be derived from more frequent Communion, the teacher can encourage pupils to frequent acts of love and thereby lead some, if not all, to a more penetrating and active faith in, and love of, Jesus.

To those pupils who are apathetic and indolent we must go beyond the discussion period of the content alone of the religion class; we must dare to search for methods to reach the depths of their souls and prayerfully hope to find His love in their hearts also. The more the knowledge of the one loved increases, the more surely they will be led to supreme Love.

A Practical Project

Class projects are good to achieve results. However, since the life of each soul is as distinct as the person, the class will need time to re-create their past lives by carefully examining themselves on their own conduct in bringing the glorified life of Christ's humanity — His heart, and particularly His very soul, into their lives.

Poetry and music recalling the love of Christ in the Eucharist will serve to enrich the hearts and souls of those attuned to such harmony as one finds in the *Panis Angelicus* or the *Tantum Ergo*. Whichever way the teacher seeks to reach the souls of the children, it is the wish of the Church that she aim at the personal sanctification of souls. If a class method or project is initiated it must necessarily serve to rehabilitate the former dignity of the individual and to ennoble him in ideals and actions by recalling the beauty and fervor of his First Holy Communion.

Teaching Technique

Daily, for about a week during the early part of October, the teacher may read to the class *Little Sister*, the story of Blessed Imelda, patroness of First Communion, by Mary Fabian Windeatt. An excerpt taken from a chapter of it is well worth a period of study with them.

"We can love only what we know," Imelda had said, and so we ought to do all we can to know God." To bring this truth to fruition in the lives of our boys and girls should be the quest of all of us who daily commune with Him.

The recent canonization of the saintly Pius X, the "Pope of the Eucharist," ought to be reviewed also, for he cherished such a love for the Eucharist that at a tender age he permitted the young child to receive His God. In 1906, St. Pius X, writing to the Catholic world, urged frequent, even daily, Communion. "For," he said, "it is not a reward for virtue but it is a spiritual medicine to resist temptation. Holy Communion is the shortest and surest way to heaven."

Dominic Savio, recently canonized Italian youth, who lived about a hundred years ago, was among the first to be permitted to make his First Holy Communion at seven years. His chief practice toward sainthood was frequent reception of Holy Communion.

ion. Of him, St. Pius X said, "He is the best model for the youth of our times."

The examination of such attractive lives, for the dominant note of sanctity to be derived from frequent Communion, should have somewhat captivated the listeners. At this time through panel discussion, personal reviews, even through poetry and song, the teacher might glean the fruits of such reading to her group by initiating a new technique to catch the interest and develop the piety of her pupils.

Example of Technique

Everyone, both young and old, loves the sound of the word Christmas. Early in November the commercial world invites the public to begin window shopping for the loved ones' gifts. This is the ideal time to introduce the real meaning of the Advent season's liturgy—that time of preparation for the coming of the Eternal Magnificence!—the Immensity of Goodness!—who abased Himself, becoming little, as a Babe, that man might become great.

At this time, the teacher can make use of the pupils' latest interest in bestowing gifts on loved ones to achieve her goal; namely, the giving of heart and soul to Christ in each Holy Communion. A bulletin board, attractively lettered, might carry the slogan, "How Full of Christ Will Your Christmas Be?" Below this caption, two gold paper ciboriums with projecting mouths might be labeled: one, *Boys*; the other, *Girls*.

Upon reception of his Lord in Holy Communion each child may, if he wishes, keep a record of his Communions with Christ. This may be done by using white, circular paper mementoes, the size of a Host, and inscribing on one side of them the child's name, and on the opposite side the date. Of course frequent spiritual Communion should be encouraged too, but no

record need be kept. There are few, if any, children who are unwilling to see themselves progress even in spiritual matters. Within a short time the one time empty ciboriums assume a third dimension as many youngsters prepare themselves by the reception of the Holy Eucharist even daily during the Advent for the attainment of the *Fullness of Christ* by *Christmas*.

Christmas Joy

In St. Luke's Gospel (2:1-20), we read the story of the *Birth of Christ*. It is a favorite with children because of its simplicity. It can be used now, most profitably, for, like the shepherds of old, the modern shepherds and shepherdesses are really reliving the words spoken by the angel:

"Do not be afraid for behold I bring you good news of great joy which shall be to all the people, for *there has been born* to you today in the city of David, a Saviour, Who is *Christ the Lord*."

Yes, they have gone, some daily, to Bethlehem, to the city of David and have seen, through the eyes of faith, the Word ever present on our altars. He, the Word, has become incarnate again in these hearts, that through them, and in them, He might be loved and honored.

Changed Personalities

Now, as never before, the teacher sees the careless, the indifferent, and even the fearful among her pupils become daily more ardently in love with the fullness of Christ in the Eucharist.

It would appear because of their increased desire to receive Him that He has recharged their souls. In the past weeks these words, taken from the Ordinary of the Mass, have been read and sung frequently by the children: "O Lord, I am not worthy that Thou shouldst come to me

— say only the Word and Thy servant shall be healed." This prayer now, because they have so often received our Lord, becomes one of deeper meaning.

The words of St. Luke's Gospel continue to serve as a reminder of the Peace promised through frequent Communion: "Glory to God in the highest and on earth Peace to men of good will."

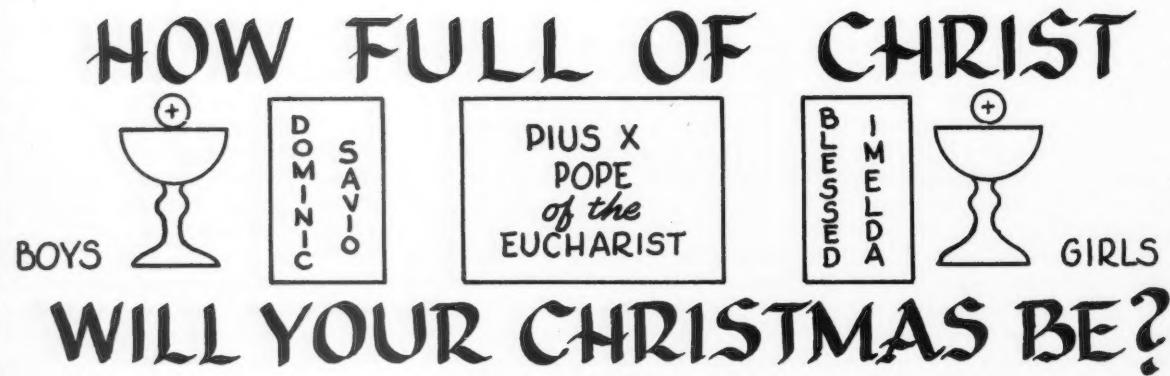
By thoughtful study of the Mass prayers, it will be noted that four times during the celebration of the Sacrifice, the desire for Peace has been begged from Christ. This prayer reminds us of the words of Christ to His Apostles at the Last Supper: "My Peace I leave with you. My Peace I give unto you." This peace He leaves with each of those who have taken and eaten of His body. Although He ascended into heaven, He did not wish His Father to cease receiving the homage of His acts as God and Man. So, continuing, and multiplying Himself in His Communicants, He presents them daily to His Father, saying: "I would make them and Myself one, in Thy Glory."

Communion Fullness

During Advent it has been the endeavor of the child to mold for himself a new life, by making Holy Communion the center of it, for the coming Feast of Christmas. As Christmas approaches, it will be necessary for each communicant to withdraw from the homemade ciboriums his spiritual savings.

The expression of each one is serene and quietly happy as the small white paper mementos retell an individual story of the fullness of Christ's love. Every child seems to have realized what each has merited for himself. Now, as never before, their souls' eyes are opened to see their faith and worship laid bare.

A silence, somewhat characteristic of the Upper Room at Jerusalem, seems to per-



vade the classroom. Although no comparison of the individual's total number of Communion mementos is made known, yet they would tell many different stories, several of intense love, some of mediocrity, and perhaps a few of selfishness. The plan has thus served a unique purpose—it has revealed to the child in a very real way the extent of His desire to be united to Christ and also the success of his many efforts to be less unworthy to come daily to the Holy Table.

Christmas in Art

At the beginning of the Advent season and again at its close is the ideal time to talk over with the class the Church's symbolism. The use of the circle, indicative of eternity, may be used best at this time for the making of the framework for a Christmas wreath. This circle should be drawn on either a 12 by 18-inch piece of red or green construction paper. The class should be instructed to place it, as they desire, in upper, center, or lower part of the paper, thereby allowing space for lettering their poster.

On the outline of the circle the children mount artistically, and finally paste, their white paper remembrances of inward graces received through frequent Communions with Christ. Some of the Christmas wreaths may assume such a completeness as to give the appearance of one large Host, although composed of many small ones.

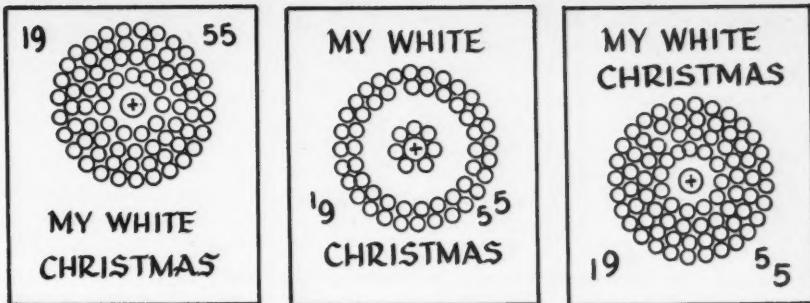
Upon completion of arranging their paper circles within their wreaths, fitting slogans are selected for the posters. Here are shown three children's ideas and placement of both Christmas wreaths and slogan.

When it is finished the poster may be used as a gift for someone, as a cover for a Christmas booklet, or may even be made a part of a bulletin-board display after the teacher has made certain that no names are visible to the onlookers.

This manner of letting more frequent Communion be the center of our pupils' lives has successfully worked with many children.¹ Other methods may be used, but whether we use an outward display of their personal spiritual achievements is of small concern.

Surely, these children in the past had

¹A Eucharistic Crusade, an individual style of life for youth, called *The Knights and Handmaids of the Blessed Sacrament*, is located at 3115 South Grand Boulevard, St. Louis, Mo. Candidates may apply directly to the central office. Men and boys are called *Christ's Knights*, while women and girls are called by Mary's own title, *Handmaids of the Lord*. The duties of both are summed up in one idea. They love Christ and fight His battle in their own souls, while at the same time they aim to win others to His love by their intense devotion to the Blessed Sacrament.



Three of the children's Christmas wreaths of Holy Communions.

gone to Bethlehem often in spirit. Now, for the first time, they had seen in their Christmas savings how wonderful it was to have understood a little better, the full meaning of Christmas through frequent Holy Communion. Without a doubt they have realized a little that the greatest help to peace and unity is union with Christ by all His members sharing in the divine life gained for them through the Holy Eucharist.

This is the *Age of the Eucharist* and the *Age of Mary*. On the third visit of the Angel of Fatima, who came to the children, he held high a chalice over which a Host

was suspended. Drops of blood fell from the Host into the chalice. Leaving the Blessed Sacrament suspended in mid-air the Angel adored the Eucharist and prayed. Then as he gave the Host to Lucy and her little companions, Frances and Jacinta, he cried, "Take and drink the Body and Blood of Jesus Christ, horribly outraged by ungrateful men. Make reparation for their crimes and console your God." It was another great command to children to receive Holy Communion frequently, a part of the whole magnificent devotion through Our Lady of Fatima for peace and the conversion of the world.

Homonyms, Antonyms, Synonyms

THE NYMS BOYS

**Sister M. Wilhelmina,
O.S.P.**

Normandy, Mo.

Mr. and Mrs. Nyms had three sons: Homer, Anthony, and Sidney.

They lived in a beautiful little house in Echo County.

A fine pear tree grew in their back yard. One day Mrs. Nyms said to Homer:

"My son, do get me a pear."

"A pear, a pair," said Homer, walking out of the house.

He boarded a bus and went to the dry goods store in town where his mother had an account. He soon brought home a fine pair of stockings.

His mother was a little displeased.

"You take those stockings right back! Right now!" she said firmly.

"Right back! Write now!" Homer

echoed, dashing to the cupboard where he kept his toys. He pulled out his blackboard and chalk. Soon he was showing the neatly written words "back" and "now" to his mother.

"You just wait until your father comes home," she said. "You'll get what you deserve."

"Wait, weight. I must weight." Homer mumbled as he tiptoed up the stairs. "Well, the best thing I can do about that is to get on the scales."

So Homer did. He stood there for an hour and nobody bothered him.

"I get so tired weighting," he sighed.

Anthony Nyms, the second oldest son, came in from the yard. Of her three children, Mrs. Nyms understood him the best. He was a problem child like the others, but she knew what his problem was. From the time he was a little fellow in his crib, his mother had noticed that he always did the exact opposite of what she told him.

If she wanted Anthony to go to sleep, she had to shout in a loud voice: "Stay awake, Anthony! Stay awake!"

Anthony would go to sleep at once.

On Sundays when their father was home taking a snooze, everything had to be quiet.

Mrs. Nyms would say to Anthony: "Anthony, be noisy! Run around the house! Make noise! Be very, very noisy!"

Anthony would sit in a corner as quiet as the broom.

Mrs. Nyms had had all this experience with Anthony and more, but this time Mrs. Nyms forgot. As she returned to her kitchen and saw Anthony entering from the back yard covered with dirt from head to foot, she screamed at him, "Anthony! Where have you been? Go clean up!"

The little boy stared at his mother in amazement. He slowly crept back outdoors. There was a mud puddle out in the back yard, close to the pear tree. Anthony threw himself face down in this mud puddle. Then he rolled in it. He rubbed mud over his face and arms and over his clothes. He lay in the mud like a little pig.

"What a silly order!" Anthony said to himself. "To dirty myself up! But I did it. I'm a good boy."

Mrs. Nyms thought that Anthony had gone upstairs. She called and called him but there was no answer. Sidney came in. He had been playing on the front with his wagon.

"Have you seen Anthony?" Mrs. Nyms asked.

"No, I have not seen him," Sidney replied. "I have observed him."

"Well, that amounts to the same thing," Mrs. Nyms said. "Where did you observe him? Out in the yard, I suppose! Is he in the yard, Sidney?"

"No, Mother, he is *not* in the yard," Sidney said emphatically. "He is in the enclosure."

"Oh, you!" his mother said. "What's the difference between yard and enclosure? I suppose he's playing in the dirt, too."

"No, Mother, he is *not* playing in the dirt. He is *frolicking* in the soil."

"You are entirely too fresh, young man," his mother said. "Go to bed — at once!"

"No, Mother dear," Sidney replied airily. "I will not go to bed at once, but I will approach the couch immediately!"

With that Sidney Nyms marched himself into the living room and threw himself on the sofa. He had hardly landed when Papa Nyms lumbered up the front walk in size 10,000XX shoes.

Homer felt the house shake and he knew that his father was home. He jumped

off the scales and ran downstairs to the living room.

Anthony suddenly decided that he was dirty enough, and that his appearance warranted use of the front door.

Soon all three boys were standing in a straight line on the living room carpet, looking meekly at their father. Mrs. Nyms ran in from the kitchen with her hands full of flour. She told Mr. Nyms how they had been behaving.

Mr. Nyms paced up and down with his hands behind his back, while the bookcase and chairs did a slight dance. He was a big man, a powerful man, with — mind you — *extraordinary* powers.

"Now, boys," he began, "I've warned you time and time again about misconduct."

"Miss Conduct? Who's she?" asked Homer.

"Quiet! I'll do the talking!"

"We can do the conversing then," said Sidney.

"Quiet! I said."

"Whoopee!" shouted Anthony, turning a somersault.

"Now, Daddy, don't be angry!" said Homer. "You are such a dear *dear* Daddy, even though you don't have any horns!"

"And we hate you with all our hearts!" shouted Anthony. "L-O-V-E, hate!"

"Say!" Mr. Nyms bellowed. "Who's King in this house?"

"You are, Dad!" the boys shouted in unison.

"And who's Queen in this house?" he went on.

GOOD EXAMPLE NEEDED

"I am surprised at the comparatively few juveniles that have gone before the nation's courts, considering the soul-ravishing obstacles that are mounting daily for our youth, and the sad lack of responsibility on the part of parents and adults toward youth," said Msgr. Joseph E. Schieder, director of the N.C.W.C. youth department, at the recent Senate subcommittee investigation of juvenile delinquency. He suggested four remedies:

1. Introduce youth to almighty God through proper religious training.

2. Emphasize the grave responsibility attendant upon marriage — a responsibility that cannot be exchanged for divorce.

3. Recognize the fact that in the home — and in the home alone, not in a youth center or on a playground — can a child or youth be properly reared.

4. Have courage on the part of our lawmakers to place laws on the books that will stop the flow of indecent movies, filthy literature, and pornographic materials that are rampant today.

"Mother is, Dad."

"And what do you three boys amount to?"

"We're page boys!" they answered gleefully.

"And that's all you'll ever be! Pages!" Mr. Nyms shouted, stamping both feet so that the whole county trembled. "You're not *fit* to be anything else but pages in some schoolchild's notebook!"

I repeat, Mr. Nyms was a man of extraordinary powers. His full name was Ulysses Nyms; but using his babyhood nickname, "Fun," he regularly signed himself, U. "Fun" Nyms.

The three little boys trembled like veritable leaves. They knew well that, if their father chose, he could change them from being pages of one sort to being pages of quite another. Being that other sort of page, would be just too dreadful!

They fell to their knees simultaneously, and chorused, "Please, Daddy! We don't want to be pages in books!"

"I'm going to be just as bad as I can be, from now on!" Anthony cried.

"No, Anthony, you're not definite enough," Mr. Nyms said, settling in the big armchair and lighting his pipe. "There's only one thing you have to remember, my boy. Most people, when speaking to you, mean the exact opposite of what they say. As for me, your father, I will tell you straight to your face, exactly what I think. I think you are not nearly as dirty now as you could be. You need to stay away from soap and water for a while. Go down to the basement, at your leisure, and spend a few minutes in the coalbin."

Anthony rushed upstairs at breakneck speed.

"What must I do from now on?" Homer asked humbly.

"From now on, Homer, my child," Mr. Nyms said kindly, "Ask people to *spell* the words they mean when they're giving you an important message. And learn to spell! Now run outside and get a P-E-A-R pear off the P-E-A-R pear tree out in the back yard, for your D-E-A-R dear mother!"

Homer ran out mumbling, "I must learn to spell . . . I must learn to spell . . ."

Sidney simply stood stock still with his head down. He didn't dare say a word.

"It's a good thing you're silent now, Sidney," his father counseled. "Silence should be your watchword. Think twice before you speak. One word is not always as good as another. If an elder has used one word with you, let that word remain. Do you understand?"

"No, I comprehend!" Sidney piped hastily adding, "Er, I mean, yes, I understand! May I go put away my wagon?"

First Feast of St. Pius X, September 3

THE CHILDREN'S POPE

On March 1 of this year, our Sovereign Pontiff, Pope Pius XII, announced September 3 as the day on which the feast of the newly canonized St. Pius X should be universally observed. Countless hearts throughout entire Christendom had been gladdened when, during the Marian Year, a pope of our own twentieth century who, like his Divine Master, had been in so many ways the "Friend of Children" was raised to the altars.

Presently the Church is celebrating the first observance of his feast, on Saturday, September 3. This first feast of the children's pope, St. Pius X, will be a day of universal rejoicing. All children, both those who had the great privilege of making their First Holy Communion and also those who look forward to it, will be thanking *their* pope. Likewise will thoughts of gratitude well up in the hearts of countless adults, now in their thirties or forties, who were privileged to receive the Bread of Angels before their innocent souls were sullied with sin.

A Recipe for Sainthood

Early First Holy Communion and frequent, even daily when possible, reception of the Sacred Body and Blood of Christ is the divine nourishment sorely needed for children and youth today, if they are to withstand the numerous and the violent temptations that seek to engulf them on every side.

Frequent and daily reception of Holy Communion can make saints of our children today. This intimate, personal contact with the Author of all grace can develop the souls of children into little giants of holiness. The Pope of the Eucharist has given his children the means of arriving at consummate sanctity. Only God in heaven knows the number of the countless children, high in sanctity, who have already joined the celestial hosts of heaven. There must be thousands of them rallying round the *Children's Pope* this month.

Every Christian teacher, worthy of the name, seeks first of all to mold the souls of his pupils in sanctity. Often he is discouraged at the meager results of his efforts. Such a teacher need but turn confidently to the *Children's Pope* for help. He who when on earth sought ever to "re-

**Sister M. Amatora,
O.S.F., Ph.D.**

Research Professor of Psychology

St. Francis College
Fort Wayne, Ind.

store all things in Christ" through the Eucharist will infallibly lend a willing ear to the teacher today who sincerely strives after the same goal in his classroom. That school wherein the children are frequent and daily communicants will become a tremendous force for good in the Church. Already here and now the student body will be a body of saints.

Teachers can well capitalize upon this event to teach their pupils the practice of living constantly in the presence of God. Naturally, that is not an easy task; nor is it a lesson learned in a day, a week, a month, or even a year. Yet, the souls of children, molded year by year, through continued effort of the self-sacrificing teacher, can achieve to the practice of habitual living in the presence of God. Think what such a practice established firmly in the years of childhood will mean for the child when he grows into adulthood!

A Eucharistic Year

Educators today are constantly seeking new means and methods whereby more efficient learning may take place during the early years of childhood. Should not the religious teacher exert as much effort to improve and to accelerate the spiritual learning of his pupils! The scholastic year of 1955-56 practically opening as it does with the first solemn celebration of the new feast of the *Children's Pope* and the *Pope of the Eucharist*, offers a challenge to the teacher to make of this scholastic year, a Eucharistic Year. There are literally hundreds of ways in which this can be carried out in the classroom. However, never let it become a teacher dominated project. Throw the challenge upon the children. If it becomes a thing they want to do, their interest will soar. The teacher becomes the friend and the guide, always present, always ready and willing to help when the

children come to him.

There are several good books on St. Pius X on the market today. One beautifully written story is that by Giordani translated by Tobin, and published by The Bruce Publishing Company, Milwaukee 1, Wisconsin.

Once any project has been initiated in a classroom, the children themselves discover dozens of ways of carrying it out. They may be interested in writing letters to libraries and publishers for material on the Holy Eucharist, the Holy Sacrifice of the Mass, living in the presence of God, Catholic Action, and dozens of related topics. Then, too, the children will find ways and means of renewing their good intention throughout the day when at work, at study, at play, as well as during time of prayer. The Eucharistic Year can mean for the children the beginning of a new spiritual life founded on the Holy Eucharist. This personal, intimate, daily physical contact with the Bread of Angels can overflow the entire life of the child throughout the day. All he needs is an occasional reminder, a bit of guidance, from an alert and zealous teacher, and he will soon be on the way to constant, daily living in the presence of God.

May the celebration of the first feast of St. Pius X, the *Children's Pope*, usher in a new age for children, a Eucharistic age, an age when children will, by adequate spiritual nourishment, preserve their souls pure and untarnished from sin. Everyone knows how deeply Christ loved children when He walked upon this earth. One can readily imagine St. Pius X in the same position as the children's friend. With the aid of so powerful a friend of children, the teacher can succeed in making this scholastic year a Eucharistic year in her classroom.

DID HE MEAN "SMART ALECK"?

A story is going around to the effect that the University of Notre Dame has introduced a course in American slang for foreign students in order to prevent such incidents as the following:

Student to the Dean: "I'm very pleased to meet you, sir. I've heard you are a wise guy."

What Fun! An Introduction to Art

Just mention papier-mâché to the average grade school teacher and she throws up her hands in horror and all but shouts, "Not with my class!" "Why, with the crowd I have, I'd lose my mind!" "What! with 50 children? Never!"

This year the Sisters at St. Patrick School in North Platte, Neb., spent Saturday afternoons planning ways of enriching the art program for their children. But when papier-mâché was suggested, the Sisters responded with cries similar to those above. They were willing, or shall we say, mortified enough to try the ordeal themselves, — but "not with my class."

The Teachers Learn

Work was started, not on one item, but on three — a puppet head, a bowl formed over a china base, and an animal. Queer shapes began to take form — a turtle that was later painted with the head where the tail was meant to be, a giraffe that was given the name Ezekiel, a dog that defies any of Walt Disney's creations, an elephant whose hind legs just won't stay on the ground, and a bunny that any little one would love to cuddle. Soon laughter filled the room and all were thoroughly enjoying what they had thought would just be an ordeal to be endured. Soon one Sister said, "Oh, wouldn't my children love this!" To which another added, "What fun my boys would have, and what queer shapes they would produce!" A third agreed, "If only I weren't so crowded, I'd love to try this with my class."



First, sixth, and eighth grades at St. Patrick's School displaying their artistic creations.

Sister M. Conrad, O.S.U.

St. Patrick's School

North Platte, Neb.

Home Work

It was then suggested that the children be shown how to proceed with the lesson allowing them several days to carry it out at home. The "creatures" could then be brought to school on a certain day to be touched up and painted. *No sooner said than done.*

The next two weeks saw queer sights indeed around St. Patrick School. Queer telephone calls came, too. "Sister, I'm afraid I can't manage my dog tomorrow. Will it be all right if Mom and I bring him over tonight?" The dog turned out to be a creature more than four feet long that was brought in on a long wooden frame since his legs were still very weak — not dry yet.

The Zoo

On the appointed day it was found that the seventh and eighth graders had produced a zoo of their own, that utterly delighted the smaller youngsters. Elephants, ducks, rabbits, anteaters, cats, a penguin, birds, a cow, even a skunk, and a few creatures that are still nameless. As the pupils enjoyed looking at the work of others they were soon aware of many ways in which to improve their own. A period of



refinishing before the coats of paint could be applied then followed.

As the weird menagerie lost its newspaper look and gained a new dignity and charm with painted coats and features, the lesson was more thoroughly enjoyed by teachers and pupils. It was with great pride that the animals were later taken home to be displayed to even prouder parents.

Picture taking added more fun and pleasure. As groups lined up to pose behind the works of art one girl was warned, "Would you please move over. I wouldn't want anyone to think my animal had a head like yours." Sorry we can't include a picture of the seventh-grade menagerie. It was blurred. Guess those animals moved.

Meanwhile, the sixth graders were delighting in their well designed papier-mâché bowls, Easter baskets, hats, helmets, and whatnots. These also had been made at home and brought to school for decorating. Each child tried to outdo the others in originality and neatness of design. When these baskets, etc., were shown to the younger children, they oohed and ahed delightedly.

Baby Artists

This account of our art adventures of the year would be incomplete if we failed to tell about the daring spirit of our first-grade teacher, who with her 63 little ones, so reminds one of that "little old lady" in the shoe. The art work produced by these little master artists this year has made everyone marvel. Their latest thrill was working with finger paint. Except for a few little mishaps, the lesson went well indeed. One lassie squeezed the sponge too hard and had water all over her dress instead of her paper and somehow Sister achieved an unusual design on the back of her habit. But, all in all, everyone had a good time and the results were unusually gratifying.



A Unit on Creation

I. Introduction:

- A. Title — *Creation*
- B. Grade — First semester of the first grade
- C. Time — Six weeks or more

II. Suggestions for Approaches:

- A. Story
- B. Test — Reading readiness
- C. Test — Arithmetic readiness
- D. Picture study

III. Teacher Objectives:

- A. To teach the child that the good God made all things for him.
- B. To awaken an attitude of thankfulness to the Creator of all things.
- C. To arouse an awareness of the world of nature that surrounds him.
- D. To teach the meaning of number concepts from one to six.
- E. To give practice in number counting from one to ten.
- F. To develop number sense.
- G. To create and develop an understanding and interest in numbers.
- H. To enrich character training.
- I. To teach the child the proper care of personal and school property.

IV. Child Objectives:

- A. To be happy and thankful for the things of this world.
- B. To express this gratitude to God by saying daily prayers and grace before and after meals.
- C. To learn to count. It will not be difficult to interest young children in counting. Their games and social contacts show them the need of knowing how to count, and this creates an interest in the subject because of the demand for it.
- D. To play with their companions. An interest in activity which at this age is an end in itself — merely a game interest.

V. Teaching Procedures:

- A. Testing:

**Sister M. Lauriana,
C.S.S.F.**

St. Michael School
Livonia, Mich.

D. Concrete objects: fruit, vegetables, plants.

E. Library table: (1) picture books; (2) science books; (3) number storybooks

F. Felt board: Pictures

VII. Possible Child Activities:

A. Problems:

1. God created me. Why?

a) What did God give me? How many hands? How many noses? How many fingers? How many eyes?

b) What can I do with each? c) Did I ever say, "Thank You" to God for all these things?

2. God created the earth and all things in it. How many suns are there? How many moons? How many stars?

3. God created the animals. Count and name animal pictures on the bulletin board. How many pets do we have at home?

4. God made all people. He made some people red, others yellow, others white, and others black. Count all the members in your family. Count the number of brothers and sisters. Why must we love all people?

5. God made the trees, the flowers, and the plants. Count the number of things we see from the classroom window. Did God make the buildings? Discuss. Draw pictures of the things God did not make. Bring a clover. Count the number of parts on the leaf. Count the various parts of a flower.

6. God made the birds, fish, and insects. Count these in science books. Count the number you see on the way to or from school.

B. Projects and construction:

1. Collecting leaves and flowers. Counting, drying, and mounting them. Counting the num-

- ber of children that brought leaves or flowers. Appreciating the beauty of each specimen.
2. Planting three or four kernels of corn. Committee work groups of children are responsible for taking charge of the plants. Using God's gifts. What do we do with the corn? What do we do with the many things God gives us? Experimenting: Place some corn in the closet and the other in the sunshine. Water some of the plants and observe what happens to the others.
 3. Appreciating a meal. Draw pictures of the food you had for dinner. Count the people at each meal. Did you say "Grace" before and after meals? Where did the food grow?
 4. A trip to the farm. Post farm pictures on the bulletin board. Name and count the animals that live on farms. How do animals help the farmer? How does the farmer care for his animals? How does the sun help the farmer? How does the rain help the farmer?

VIII. Integration and Correlation:

A. Subject fields:

1. Reading: vocabulary building; stimulating a desire for reading; reading from pictures; language expression; telling events in sequence of their occurrence.
2. Arithmetic: Developing the concept of numbers from one to six. Showing that counting and figuring are important social factors.
3. Writing: Numbers from one to six. Manuscript letters.
4. Art: recognizing colors; cutting pictures; pasting and arranging materials in booklets; creative drawing and finger painting; molding clay animals
5. Science: observing plant growth; studying farm animals; noticing and studying nature

B. Skills:

1. Ability to use the vocabulary of counting — rote counting to at least twenty.
2. Ability to visualize small quantities up to six.

3. Understanding the usefulness of tallying.
4. Ability to write the numbers from one to six.
5. Understanding of words that indicate size and relationships of size, such as: large, small, big, little, tall, short, larger than, smaller than, bigger than, etc. . . . (incidental experiences.)

C. Attitudes and interests:

1. Love of God and the things He created.
2. Love of all people, regardless of color.
3. Appreciation of the work of the farmer.
4. Kindness to animals.
5. Gratefulness to the Creator for giving us parents.

IX. Outcomes; Check Each of the Following:

A. *Work done*: project on leaves and flowers; pictures drawn of creation; writing of numbers in workbook; prayers learned: the "Our Father," "Grace" before and after meals.

B. *Improved skills*: in counting; in the writing of numbers; in reading picture stories.

C. Abilities developed:

1. An understanding of the significance of numbers from one to six.
2. An understanding that almighty God is the Creator of all things.
3. An understanding that the world was made for us; therefore, people are responsible to take charge of the birds, fish, and animals.

D. Attitudes and appreciations broadened:

1. Increase of love for God, neighbor, and self.
2. Understanding of responsibilities.
3. Developing a spirit of cooperation.

E. *Interests widened*: farm life; animal kingdom; plant life; family circle; knowledge of self; knowledge of God.

X. Culminating Activities:

- A. *Program*: songs; poems.
- B. *Exhibit*: animals molded from clay; corn grown in classroom; drawings depicting creation.

XI. Standards for the Evaluation of This Unit:

A. *Was the unit most valuable for these children at this time?* Every course of study in religion for the first grade has "Creation" presented first. The understanding of number concepts and the counting by rote are the first fundamentals taught to the children in arithmetic. Therefore, this unit is of the greatest value to most children for the first two months of school work.

B. *Is this work useful to the child now, and will it be of permanent value?* The knowledge of God and creation will be of infinite value. Number concepts have social and educational importance.

C. *Was there a definite association of the symbol and written form with the idea through object teaching?* Definitely, each child had to count ears, eyes, etc.; he had to collect and draw leaves, flowers, and animals, etc.; he had to write the symbols too.

D. *Was the material on the proper level of the child?* The material provides ample room for variety in order to meet the individual needs of the child. That is the reason for the administration of readiness tests in advance.

E. *Did the unit have real, lifelike, or related value to life?* There is nothing more real than creation itself. To make little ones aware of the many wonders of the world involves simultaneously much counting and adding, and the understanding of number concepts.

F. *Did the teacher attain all her objectives?*

G. *Did the children learn to love school?*

H. *Did this unit have a favorable influence on the personality of each child?*

XII. Teacher's Bibliography:

Heeg, Aloisius J., *Practical Helps for the Religion Teacher* (St. Louis, Mo.: The Queen's Work, 1944), 86 pp.

Hannan, Jerome D., *Teacher Tells a Story* (New York: Benziger Brothers, 1926), 352 pp
Sharp, John K., *Aims and Methods in Teaching Religion* (New York: Benziger Brothers, 1920), 407 pp.

Shields, T. E., *Teacher's Manual of Primary Methods*. The Catholic Education Series, First Book.

XIII. Children's Bibliography:

Any religion book and arithmetic book that is used in the particular school.

Story picture books
Number picture books
Religion picture books

A Ghost Researcher Develops a Delightful Hobby

Listen, My Children

"One long bugle note! Come on, boys. The trolls are here," called Lucile, age seven, to her little brothers, John, five and a half, Bobby, three and a half. "We can't miss those nosey trolls."

The small musical bugle call was a device I had worked out for a young mother who had asked me for direction in developing a love for good music in her small children. Two notes meant a boat song; three notes sounded a *Hansel and Gretel* dramatization.

This listening to records after a story was told would precede a quiet lullaby that would calm the excited imaginations and swing the three up to their rooms for the night.

The two boys, redhead, redblooded, full of play, came in, squatted before the RCA, Lucile drawing a low footstool behind them for herself. The mother repeated the oft-demanded story that they never tired of hearing, "The Hall of the Mountain King," a portion of Ibsen's *Peer Gynt*, with the music of Edvard Grieg. The narrative was made dramatic with Peer's dire punishment for overboldness.

I wrote the story in dialog form and supplied the number of the musical record, directing the mother to tell and retell the tale dramatically. Young listeners take tales of fantasy and make-believe very literally. They enter freely into whimsy of fairy lore. Children love to hear the same story, the same piece of music, over and over. Of course, that is a point in developing appreciation of music. I urged her to be a ham in making the story live. Other mothers may not remember the fantasy of the trolls. I condense it here for them.

Story of the Trolls

Edvard Grieg, the Norwegian Chopin, was sitting in his castelike home one evening on Troldhaugen. Now Troldhaugen is a mountain near Bergen, Norway, sacred to the trolls. Trolls? They are the Scandinavian elves similar to our brownies. But they have one distinguishing feature that no other elf has—a long, long nose—sometimes this l-oo-ng—really hideous.

Grieg was reading Ibsen's *Peer Gynt* fantasy. "I'll write this story in music," he said to himself.

The play tells of the impolite rude Peer going up into the Hall of the Mountain King at the top of Troldhaugen. The gentle

Sister Marion, C.S.J.

St. Joseph's Academy

St. Paul 2, Minn.

troll whom he met on the way up conducted him to the throne and introduced him to the king. The saucy boy insulted his majesty by blurting out: "You're a funny looking king with such a horrid nose!"

Suddenly a warlike bugle sounded, and Peer started backing against the wall toward the mouth of the cave. The trolls marshaled themselves to avenge the insult to their loved king. They flung Peer onto a great canvas, and swinging it over the side of the precipice hurled him down to the base of the mountain. Grieg begins his "Hall of the Mountain King" with the bugle call.

The mother wrote that the children sat breathless while the Grieg record told the story in music. Lucile covered her ears when the clowning bassoon, the shrill fife, and the brazen cymbals clashed out the weird angry voices of the avenging subjects of the troll king. The boys hunched their shoulders waiting for the bass thump as Peer catapulted down the mountain side.

Changing the Music

After the children had talked about the grotesque story made rhythmic, the mother, following my suggested procedure, quietly changed the Grieg to one of Brahms—his swaying rocking lullaby sung by a restful contralto voice. There is something very soothing in the music of

Lullaby and goodnight,
Thy mother's delight;
While bright angels' band
Round my darling shall stand;
They will keep thee from harm,
Thou shalt wake in my arm;
They will keep thee from harm,
Thou shalt wake in my arm.

Of course, the second time the children heard this lullaby record, they sang it. That was another point in my technique: to have the group sing the classics. When the program got under way and had become a part of the evening's routine, the demand for new stories came again and again. I sent the numbers of several records and wrote out the story, sometimes in quiet narrative form, again in highly dramatic dialog.

For the quieting period the Offenbach "Barcarolle" was found very effective. There is something lazily soothing in this six-eighth rhythm that the words describe as a boat quietly lapping against a sandy shore; or if one uses his imagination, of canoes gently drifting toward the landing; of sailboats at rest in the safe bay. This mood music made the children feel the evening calm as they tiptoed to bed humming the grown-up words:

Beauteous night, O night of love,
Smile on our enchantment...

Variety in Music

In my search for something for the younger boy, I discovered the Little Golden Records, a group of 30 six-inch, unbreakable records that brought something gay into the little boy's world of melody and story. On most of these disks there are front and back recordings. For example, the Pinocchio—the little puppet story; and the Norwegian Dance; Dixie; Yankee Doodle; and many of the nursery rhymes. Another series was the Paul Wing group of records that narrated children's stories, using a musical background, "Little Black Sambo," for example.

Two toots of the bugle brought the three children to listen to the "Song of the Volga Boatmen." This composition has a rowing rhythm, with the great Russians paddling down the mighty stream. The lusty chanteys of the early American sailors supplied the group with good workouts on rainy evenings: "Blow, blow, blow the man down," they sang heartily as they pulled down the imaginary riggings.

The "Shoemaker's Dance" gave vent to pentup energy, with its knee-stitching movements and its rhymed words. Marching songs and old folk melodies developed the children's inventiveness in making up military formations and odd figures. The mother joyed when she heard John whistling Schubert's "Military March."

I spent hours at the library, the music stores, the platter counters. I was enjoying my new-found hobby. And how it was branching out!

The Louis Mohler Series was one of my rarest finds. One book, *Teaching Music from an Appreciative Basis*, sketched a dozen or more stories and gave the number of the records. I enlarged on the stories for my little family. The "Hansel and

"Gretel" presentation in this book not only tells the story but suggests dramatizations. When the family got this five-record album, the mother played the witch, the two older children, Hansel and Gretel, and Bobby, the audience. He clapped when the gingerbread house came into imaginative reality and when the bad witch got her just punishment. The children loved this fairytale music version, so the three bugle notes honored their choice.

The Advent Wreath

Christmas of that year I decided would be a Catholic reliving of the great Gift Feast. From the first Sunday of Advent I had the mother carry out the Advent wreath ceremony, with its four white candles and purple ribbon, each decoration symbolic of something pertaining to Christmas.

On the first Sunday night in Advent the mother lit one candle, the children taking their turns on the following Sunday evenings. The Collect of the Sunday Mass was read reverently while the candle burned; and the family sang,

Come, Lord Jesus,
Do not delay.

St. Nicholas' feast brought the story of the saint whose name finally became Santa Claus. "Jolly Old Saint Nicholas" was sung with gusto. Each week some Christmas hymn was added, and on Christmas Eve the story of Christ's birth according to St. Luke was read. The crib was erected gradually during the last week while the children sang with record accompaniment, "Come, All You Faithful." On Christmas Eve the Infant Christ was put in the straw while the music and the voices sang "Silent Night, Holy Night."

Christmas Legends

The many Yuletide legends, too, had place: "The Littlest Angel" read by Loretta Young with a background of appropriate music; the "Greatest Gift" by Nesbitt — the story of the Juggler of Notre Dame; and "Jingle Bells" with its joyful Christmas gaiety.

I suggested to the mother once that she herself should go on a search job. She wrote: "I have done so, but when I get to the record shop, no one suggests anything unusual. I've looked up interesting stories, too, but there are no records to illustrate them. I'll have to depend on you."

There are lists of records for background music published by regular companies, but the average homemaker is not on the mailing list. Too, these records have to be purchased from a distant firm. As far as the average mother is concerned a re-

search hobbyist is more functional.

The father of this family has not been mentioned. He was in the war when the experiment started, and he is still employed by the Government in jobs that keep him away from home. I read a note of his from the Pacific area: "I've read somewhere that a child brought up in a singing home

is rarely a psychological problem. And this: 'A home that is full of music and song is a happy home.' Keep up the enjoyable training and write me the full details as you have been doing. I am giving my buddies a musical story every time your letter arrives. I even have the bugle tooted."

What We Have Learned: Action Poem

Sister M. Paulette, V.S.C.

Mother Mary Mission

Phenix City, Ala.

We're little children as you see —

We are only about so tall,
But we have hearts just filled with love
For adult folks — for one and all.

We can read and we can write;
The numbers and letters we say.

But most of all we are glad
That we little folks know how to pray.

We are polite boys and girls.

"Thank You" and "Please" we have

CHILDREN'S BOOK WEEK

The 37th annual National Children's Book Week will be observed, November 13-19. Children's Book Week is sponsored by Children's Book Council, 50 West 53 St., New York 19, N. Y. Whether you observe this week or wait for Catholic Book Week in February, it will be worth your while to write to the Council for the folder entitled *Manual for Book Week*. It lists a number of phonograph records, posters, pictures, plays, and films and tells you how to get them. The official poster "Let's Read" was designed by Garth Williams, well-known author and illustrator of children's books.

Academic Standards and High School Graduates

Necessarily such considerations as the above points to the blatant fact that all our course offerings will not have the same enrichment of content. But all foods do not have the same nutritive value, yet many learn to thrive on the less enriched viands and grow into healthy men and women. I doubt if many of us still hold to the once prevalent belief that we cannot grant a diploma unless the student has fulfilled a certain very limited and often too difficult series of courses. State requirements offer a wide latitude, and there is a vast difference between college certification and completion of high school. There is no valid argument why we cannot have a high calibre of scholastic achievement for the capable student in the same school wherein the limited

learned to say,
But most of all we are glad
That we little folks know how to pray.

Some day when we grow big and tall,
We shall still be happy to say
That most of all we are so glad
As little folks we learned to pray.

Accompanying Actions:

about so tall — hand overhead
read — palms upturned, holding book motion
write — writing-in-air movement
how to pray — bow heads, fold hands
polite — girls curtsey, boys bow simultaneously
big and tall — hand high overhead

student finds a welcome and a happy existence. This is the essence of Catholic education — recognizing the value of the individual soul, rather than the more formal course content allotted to a respective curriculum. — *Brother E. Anthony, F.S.C.*

Non-Catholics on Catholic Colleges?

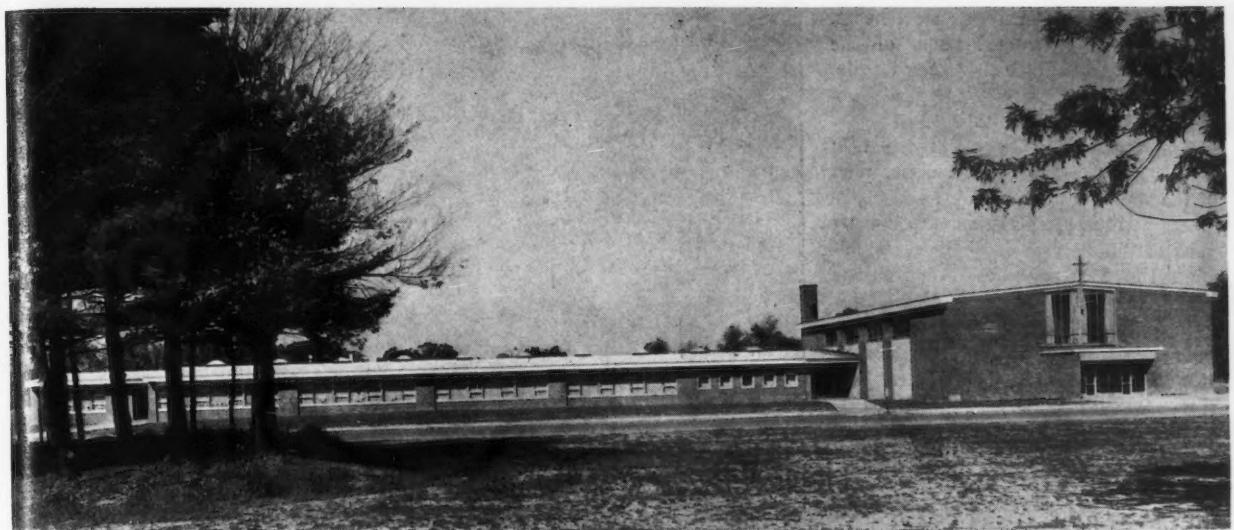
We might ask ourselves at this point whether we are being consistent with the purposes of Christian education when we invite to our faculties scholars who do not profess the Christian faith. And if we think we cannot avoid doing so, what precautions are taken to assure conditions which would safeguard our students from any obstacle to the fuller realization of our objectives that might result from the amoral character of the instruction that is provided? — *Brother E. Stanislaus, F.S.C.*, Philadelphia, Pa.

SPEED IN READING

Much emphasis is being placed on speed in reading. Recently, Dr. Helen M. Robinson of the University of Chicago sounded a new note when she counseled variation in the speed of reading in keeping with the reader's familiarity with the subject and his purpose.

"My experience with people who read slowly," she said, "is that they have only 'low gear.' The danger in teaching such people to read more rapidly is that they will eventually have only 'high gear' which, for many purposes, is totally inadequate."

The Fabric of the School



St. Pius X School, Loudonville, N. Y., Designed by Elton J. Morrow and Edward J. Toole, both of Albany, N. Y.

St. Pius X School, Loudonville, New York

A Modern, Well Planned, Inexpensive Elementary School

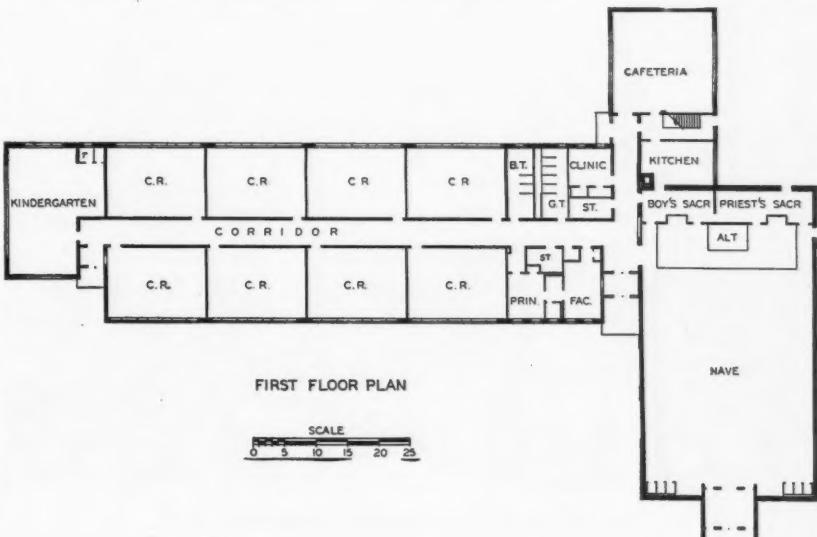
St. Pius X School at Loudonville, N. Y., in use since September, 1954, is an attractive ranch-type elementary school complete with eight classrooms plus a kindergarten room, auditorium-gymnasium (fitted as a temporary church), a cafeteria with kitchen, office, faculty room and clinic. The building, erected at a cost of \$318,000, or \$15.25 per square foot, was planned by Morrow & Toole, architects associated for this project. Elton J. Morrow, of Morrow & Cadman, Albany, N. Y., supervised the construction.

Construction of Building

The building is of semifireproof construction. Exterior bearing walls are of concrete block back-up with exterior finish of red face brick and stone panels separated from the concrete block by a 2-inch air space for insulation. All interior walls are of concrete block. Floor slabs are concrete on grade finished with asphalt tile, rubber tile, or ceramic tile.

Window sash is of aluminum and auditorium sash are glazed with nonbreakable Herculite glass. The low pitched sloping roof is four ply, built-up. It in-

cludes one-inch rigid Fiberglas insulation and is finished with white stone, selected for beauty and its heat reflective qualities.



Classrooms have acoustic tile ceilings and asphalt tile floors laid over the concrete slab. The auditorium (fitted as a temporary church) has an acoustic plaster ceiling and exposed steel bents. The corridor floor and floors of the toilet rooms are finished in ceramic tile.

Special Lighting Plan

The corridor is lighted by a new plastic skydome. The glass upper part of the walls between corridor and classrooms permits the classrooms to borrow most of this natural daylight to supplement the light from their continuous glass exterior walls. The result is a uniformly natural lighted classroom with little need for artificial light.

Heating and Ventilation

Heating is by forced circulation hot water and from an oil-fired burner. Convector and sill-line zone units are employed. Natural ventilation is employed with exhaust fans in critical areas such as the wardrobes.

Other Equipment

A master program clock is in the office. There is a fire alarm system, an AM-FM receiver and console with record player, and two-way intercommunication between the console and classrooms.

Corridor wainscot is of Kalistrone. The unplastered block partition walls



St. Pius X School, Loudonville, N. Y. Corridor showing the special skydome lighting.

are painted in attractive colors.

The building is located on a 13-acre tract allowing ample space for playground, parking, and the future building of a church, rectory, and convent. The substantial furnishings of the present temporary church may be transferred to a new building and then the present

church will become the auditorium-gymnasium of the school.

The school is staffed by the Sisters of St. Joseph of Carondelet who live at St. Joseph's Provincial Seminary in Troy. Sister M. Fortunata directs the school. Rev. Gerald Kirwin is pastor of St. Pius X Parish.

CATHOLIC SCHOOL EXPANSION

In Archdiocese of New York

Enrollment in Catholic elementary and high schools in the Archdiocese of New York was stated in the latest report of the diocesan superintendent of schools, Very Rev. Msgr. J. P. Haverty, as 186,517, compared with 119,429 in 1939.

During the year 1954-55, there were completed 19 new elementary building projects at a cost of \$6,500,000. Four high schools in the archdiocese spent \$3,000,000 to expand their facilities to accommodate 455 more students.

Under construction in June, 1955, there were nine new elementary schools costing approximately \$4,135,000, with facilities for 4455 pupils. Also 23 schools were being remodeled to accommodate an additional 5583 pupils. This renovation program will cost about \$10,313,550.

In Diocese of Cleveland

Elementary and high school enrollment in the Diocese of Cleveland last year was 103,927. An increase of about 5 per cent is expected in September, 1955. Six new schools will open in September and other schools will have additional classrooms.



Lunch time at St. Pius X School, Loudonville, N. Y.

Archdiocese of Los Angeles

The Youth Education Fund, in the Archdiocese of Los Angeles, established in 1949, has aided in the construction of 64 elementary parochial schools and eight high schools.

The school system of the Archdiocese of Los Angeles, with 108,888 elementary and high school pupils is the second largest school system in the state of California — the largest is that of the city of Los Angeles.

In 1945 there were 137 schools with 45,742 students. Six new high schools and 15 elementary schools were opened in the fall of 1949. In 1950, 21 new schools were completed.

Official Estimates

According to estimates of the Departments of Commerce and Labor, private school construction in 1955 will total about \$500,000,000, a decrease of 5 per cent from the 1954 record of \$529,000,000. The total cost for 1955 is still substantially higher than the 1946-54 yearly average of \$307,000,000.

Largest Catholic High School

Plans are under way for the world's largest Catholic high school to be built at an estimated cost of \$3,000,000 in Philadelphia. It will be named the Cardinal Dougherty High School. The school will be co-instructional with separate classroom wings, gymnasiums, and teaching staffs for boys and girls.

In Southern California

Enrollment in elementary and high schools of the Archdiocese of Los Angeles in 1945-46 was 45,742. In 1948 it was 52,011. In 1955 it was more than 108,000.

Building Needs

Cardinal Stritch told in a commencement address that 35,000 Catholic children of Chicago attend other schools because Catholic schools are overcrowded and cannot accommodate them. About 14,000 Catholic students of high school age are at other schools and are waiting for Catholic schools to open. The Cardinal revealed that Catholic schools in Chicago have 234,000 pupils enrolled now and should have an enrollment of 265,000 in the next three years.

BUILDING NEWS

In District of Columbia

Holy Redeemer, Washington

A new school building was dedicated June 5, and will open to an expected enrollment of 300, in Holy Redeemer parish, Washington. The new school contains seven classrooms, an office, and a kitchen. Sisters of the Blessed Sacrament will staff the school; Very Rev. Joseph A. Connor, S.S.J., is pastor of the parish.



A Classroom at St. Pius X School, Loudonville, N. Y.



The kindergarten at St. Pius X School, Loudonville, N. Y.

IN KANSAS

St. Joseph, McPherson

A school building of brick and cinder block construction, the first school for the 75-year-old parish of St. Joseph, will open this September in McPherson, Kans. Expected enrollment is 100 in eight grades and kindergarten.

The building, 100 by 73 feet, will feature glass partitions between classrooms from door height to ceiling to utilize outdoor light throughout the school. It contains five classrooms, an assembly room 25 by 66 feet, an office, maintenance room, storage room, and mechanical equipment room. Each classroom has its own wardrobe, and the kindergarten has separate facilities. The structure also has laminated beams with a built-up roof and skylights.

IN NEW JERSEY

St. Andrew, Bayonne

A new school building for St. Andrew's parish, Bayonne, was blessed May 30. Of contemporary design, the structure is two stories high with an exterior of red brick and limestone trim. The building has an

auditorium-gymnasium section, with showers in the basement, and a school section containing 17 classrooms, a kindergarten, library, nurse's room, and music room. A cafeteria seating 500 persons is located in the school section basement along with three large meeting rooms for parish or school use.

Flooring in corridors, stair halls, cafeteria, and locker rooms is of terrazzo. Classrooms and other rooms have vinyl tile flooring in attractive colors. The walls for all corridors, stairs, locker rooms, and washrooms are of glazed tile and in the classrooms, of pastel-tinted plaster. There is a two-way speaker system between the principal's office and all classrooms, with a separate speaker system in the auditorium and cafeteria.

An adjoining playground will also serve as a parking area.

Rev. Daniel J. O'Reilly is pastor of St. Andrew's parish.

IN NEW YORK

St. Joseph, Astoria

A new school building and auditorium (Continued on page 52A)

Selecting and Directing Light with Glass Blocks

The invention of the incandescent lamp some 70 years ago started people thinking about the improved lighting of rooms. Originally, it was considered that the more light on the task or subject the better the seeing conditions. This thinking led to larger lamps for artificial light and then larger windows to bring in more natural daylight. In recent years emphasis on lighting has changed from how much light do we need to how well can we see. Authorities agree that, while quantity is important, good seeing conditions are more dependent upon quality of lighting.

Adequate and Even Illumination

Quality lighting is defined as light evenly distributed throughout a room with glare eliminated and contrasts between bright and dark surfaces reduced to a minimum. Elimination of glare and high contrast is particularly important. Although the human eye can adjust itself to wide illumination variations when light is evenly distributed, it cannot tolerate glare or extreme contrasts.

For example, at night headlights of an approaching car create such sharp contrasts that seeing becomes almost impossible. On the other hand, one can drive against these same headlights in the day-

Ray S. Smolik

Owens-Illinois Glass Co.

time without experiencing any discomfort. Every day millions of school children in thousands of poorly lighted classrooms are experiencing seeing difficulties similar to those produced by headlights.

Authorities agree that, if daylight is to be used as the basic medium for illuminating a classroom, some method of daylight control must be provided. Although numerous methods are now employed in school buildings, the most common one is still the adjustable shade. Studies reveal that although pulling down shades prevents direct sunlight from entering the room, and protects the child nearest the outside wall from excessive sky brightness, it reduces available daylight, making artificial lighting necessary on sunny days. Adjustment of shades for constantly varying conditions also is time-consuming and distracting to the teacher.

The difficulties arising from adjustable shades prompted many school designers to develop various fixed shading or daylight control devices. Among the most popular are fixed canopies projecting from the face

of the building, projecting egg-crate louvers, fixed outriggers, broadly projecting eaves, baffles, and horizontal and vertical louvers. However, it was not until the introduction of light-directing glass block that any considerable progress was made in the control of daylight by the use of specially designed glass.

Glass Blocks Direct Light

Light-directing, and more recently, solar-selecting, glass blocks are now widely used for daylight control in classrooms with north exposure as well as sun exposures and these eliminate the need for any auxiliary shading devices.

Functional glass blocks of this type possess prisms on each of their four faces — two inside and two outside. These prisms accept the daylight and change its beam direction, turning it upward to the ceiling which acts as a huge reflector, sending the transmitted daylight, diffused and glare-free, down onto the children's desks. Because the glass block turns the major portion of the light upward over the children's heads, the brightness is low when viewed from the seated position. Daylight is distributed deep into the room and shades are never needed.

Recommended schoolroom installation of glass block is above a clear glass vision strip. Since it is the upper part of the entire glass area which is responsible for most of the light on the desk in the farthest corner of the room, shades may be used over the clear glass vision strip when necessary with no marked effect on room illumination.

The principle of controlling daylight by directing it above eye level to the ceiling has long been considered desirable and the most effective means of providing quality seeing conditions in classrooms. However, this principle was never applied effectively until 1937 when Owens-Illinois Glass Company introduced the first light-directing block. To further the development of this new block, Owens-Illinois in 1940 asked the Engineering Research Institute at the University of Michigan to conduct a series of studies on daylighting. From these early studies has grown the Daylighting Laboratory, the most modern and extensive facility of its kind in the world today.

The bulk of the Laboratory's energies and facilities are pointed to the study of



St. Patrick's School, Cedar Falls, Iowa, designed by Frederick Mast & Associates. Prismatic glass block is installed in all window areas of classrooms on the second and third floors. Glass block adds beauty to a school building and distributes light scientifically.



Left: Light-directing glass block effectively daylights classroom in St. Mary's School, Oak Ridge, Tennessee. Glare is noticeably absent and daylight is brought into the corners of the rooms. The clear-glass vision strip provides ventilation and a view to the outside.



Skidmore, Owings & Merrill are the architects. Right: St. Patrick's School, Corpus Christi, Texas, uses the clerestory system in classrooms for additional daylight because of depth of rooms. Light-directing glass block in outside wall daylights adjacent area, while that in the clerestory brings daylight into deepest areas of the unusually large room.

daylight control, design and development of the optical characteristics of glass block, and to provide architects, engineers, and school planners with up to date information on classroom daylighting.

Now Light Through Ceiling

Among the new daylighting products developed in the Laboratory, Toplite within the past two years has become an important material to bring daylight through roof areas into classrooms requiring additional daylighting facilities. Lighting engineers have long recognized the advantage of daylighting the working plane from above. Sidewall panels of light-directing glass block, which use the ceiling as a reflector, provide this advantage for rooms of moderate depth. Since the illumination level in a classroom is dependent on the ratio of room depth to height, deep classrooms, or classrooms with low ceilings, are difficult to daylight by sidewall fenestration alone.

In order to meet the demand for good daylight in the modern classroom with its lower ceiling and greater depth, Toplite has been developed to supplement the sidewall fenestration daylight. Toplite panels are prefabricated, and consist of insulated aluminum grids into which special scientifically designed glass units are set. The glass units have unusual light transmitting characteristics. They are selective in their daylight transmission, provide more uniform illumination, and substantially reduce solar heat transmission in summer months.

Light Is Selected

The glass unit, designed to perform on a horizontal plane, transmits cool north sky light in all seasons of the year. North light is desirable because it is uniform and free from glare and solar heat. Since the low winter sun is weak in comparison with high summer sun, Toplite transmits this daylight during winter months when it is desirable. On the other hand, the product is designed to reflect light and heat from the sun during severest sun conditions, yet at the same time bring in cool north sky daylight. Daylighting authorities now consider the use of solar-selecting glass block (the newest development in the field) in sidewalls together with Toplite in the ceiling as one of the most effective methods of providing uniform classroom daylighting which offers most satisfactory seeing conditions for the students.

As a result of the Toplite development at the Daylighting Laboratory, the latest contribution to the field of classroom daylighting is the solar-selecting glass block which provides in a sidewall installation the same principle found in horizontal illumination with Toplite. Known as No. 80-F glass block, this functional glass product accepts cool ground light in the same manner as Toplite accepts cool north light. During severe, hot sun conditions, solar heat and light are rejected, but when sun is at lower altitudes during late fall, winter, and early spring, daylight is transmitted in the same manner as light-directing glass block. An additional feature of this new glass block is its lower surface

temperatures during critical sun positions, which helps improve student comfort in the classroom.



An interesting use of glass block in the Borromeo School, Syracuse, N. Y., designed by Vedder & Curtin. Prismatic glass block provides daylight reaching into the deepest area of the stairwell to improve the safety margin for children using the stairs.

Catholic Education News

AD MULTOS ANNOS

★ Rt. Rev. Msgr. JOSEPH C. FENTON, professor of dogmatic theology at the Catholic University of America and editor of the *American Ecclesiastical Review*, recently observed his 25th anniversary in the priesthood.

★ REV. FRANCIS J. McDONALD, S.J., a member of the faculty of Boston College for 30 years, celebrated his 25th anniversary in the priesthood, June 19.

★ SISTER M. DOMINIC (CASEY), R.S.M., of St. Edward's Convent, Providence, R. I., celebrated her golden jubilee in religion on June 11.

★ REV. PATRICK A. RYAN, S.J., the first dean of Loyola University at New Orleans, celebrated the golden jubilee of his ordination, June 29. He is 82 years old and has been a Jesuit for 64 years.

★ BROTHER JOHN BLACK, S.M., Kenrick High School, St. Louis, Mo., recently celebrated his golden jubilee in the Society of Mary.

★ SISTER ST. HENRY of the Congregation of Notre Dame celebrated her golden jubilee in religion at Bourbonnais, Ill. Sister St. Henry now is teaching in the vicinity of Montreal, Canada.

★ REV. LEOPOLD KITT, O.F.M., former teacher at Tentopolis and Quincy Colleges, celebrated his golden jubilee as a priest, at St. Augustine's Church in Chicago, on June 19. Since his retirement from teaching, Father Kitt has been active in retreat and literary work.

★ REV. HENRY WALSH, S.J., historian of Santa Clara University, celebrated, in June, his sixtieth anniversary as a Jesuit. He is 75 years old.

★ Six Benedictine Sisters, all of whom have given many years of their teaching careers to schools in the Archdiocese of Chicago, celebrated the jubilee of their profession, July 11. SISTERS M. BERTILLA, M. MODESTA, M. LEONA, M. JULITA, and MOTHER M. LAURA, prioress of the Benedictine Sisters of Chicago, celebrated their golden jubilee. Diamond jubiliants were SISTER M. SABINE, and SISTER M. ISABELL.

HONORS AND APPOINTMENTS

Superior, O.S.B.

SISTER M. JOHN, O.S.B., is the new superior of the Benedictine Sisters of Crookston, Minn.

University President

VERY REV. BRIAN LHOTA, O.F.M., has been appointed the thirteenth president of St. Bonaventure University, at St. Bonaventure, N. Y. Father Lhota, who is 41 years old, has been a member of the faculty for the past eight years.

Doctor of Agricultures

DR. THOMAS J. ARCEAUX, K.S.G., dean of the college of agriculture of Southwestern Louisiana Institute, has received an honorary degree of doctor of agricultural science from

Laval University at Quebec, Canada; he was also made a member of the college of doctors of Laval University.

Laval University, the oldest French college in America, conferred the degree in recognition of Dean Arceneaux's French culture in America. Laval's college of agriculture is the oldest of its kind in America.

Dean Arceneaux is a leader in the National Catholic Rural Life Conference and twice served as agricultural consultant for the American Mission to France. Among many other activities, he instituted a program at his Institute for the agricultural training of missionary priests.

University President

VERY REV. JAMES F. MAGUIRE, S.J., is the new president of Loyola University, Chicago. He has been president of Xavier University in Cincinnati for the past six years. Rev. James J. Hussey, S.J., who has been president of Loyola in Chicago for the past 10 years, goes to Detroit to take charge of a fund raising campaign for a new seminary for the Jesuit province of Michigan — Ohio.

Biologist Honored

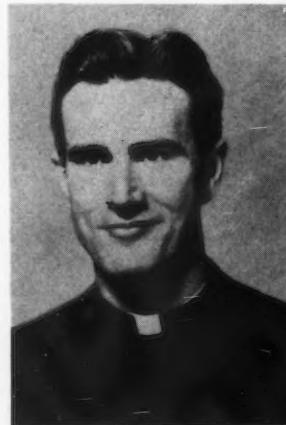
REV. REINHOLD LINK, O.F.M., professor of biology at St. Joseph Franciscan Seminary, Westmont, Ill., received an honorary doctorate in education from the Rhode Island College of Education, Providence, R. I., in recognition of his work in providing good home life for socially handicapped youth and in the field of nature studies.

University President

VERY REV. HOWARD J. KENNA, C.S.C., who has been president of Holy Cross College, Washington, D. C., is now president of the University of Portland, Ore. He is a former vice-president of the University of Notre Dame, and a former assistant superior general of the Congregation of the Holy Cross.

Catholic Theater President

SISTER M. ANGELITA, B.V.M., of Immaculate Conception Academy, Davenport, Iowa, is the new president of the Catholic Theater Con-



Rev. John J. Sweeney, M.A.
Sup't. of Schools, Diocese of Peoria.

ference and REV. ROBERT JOHNSTON, S.J., of St. Louis University, is vice-president.

Papal Chamberlain

REV. THOMAS F. LITTLE, executive-secretary of the Legion of Decency, has been named by His Holiness Pope Pius XII a papal chamberlain with the title Very Rev. Msgr.

Honorary Degree

VERY REV. ROBERT J. SLAVIN, O.P., president of Providence College, has received an honorary LL.D. from Brown University.

Knight of Malta

DR. GEZA B. GROSSCHMID, professor of economics at Duquesne University, has been made a Knight of Malta, the seventh member in the Diocese of Pittsburgh.

Father Gillis Honored

REV. JAMES M. GILLIS, C.S.P., former N.C.W.C. columnist, has received an honorary life membership in the Catholic Institute of the Press. The scroll was presented by James W. Egan, Jr., president and was signed by His Eminence Cardinal Spellman, honorary president.

Diocesan Supt. of Schools

REV. JOHN J. SWEENEY, assistant superintendent of schools for the Diocese of Peoria, has been appointed superintendent. He succeeds VERY REV. Msgr. F. P. BLECKE. REV. EDWARD PURCELL succeeds Father Sweeney as assistant superintendent.

Father Sweeney was born at Bloomington, Ill., May 26, 1923, the youngest of ten children and attended Trinity elementary and high school in that city. He attended St. Ambrose College in Davenport, Iowa, for three years and received his A.B., *magna cum laude*, at Loras College, Dubuque, Iowa, in 1944. He was an outstanding athlete at both schools.

After completing his studies for the priesthood at St. Paul Seminary, he was ordained by Archbishop Schlarman in 1947, and served for three years as assistant pastor at Danville, Ill. In 1951 he received a master's degree in educational administration from the Catholic University of America and became assistant superintendent of schools for the Diocese of Peoria.

College President

REV. VINCENT F. BEATTY, S.J., is the new president of Loyola College, Baltimore, Md. He succeeds Rev. Thomas J. Murray, S.J.

Theology Award

REV. EDMOND D. BENARD of the Catholic University of America has been voted the Cardinal Spellman Award in Sacred Theology, by the Catholic Theological Society. Last year the award went to REV. FRANCIS J. CONNELL, C.S.S.R.

REQUIESCAT IN PACE

● REV. JAMES A. V. BUCKLEY, S.J., assistant professor of religion at Georgetown University, died, late in June, at the age of 50. He was a native of Chester, Pa., and became a Jesuit in 1924.

(Continued on page 36A)

**Langley-Bath-Clearwater High School,
Bath, S. C.** Architects: Lyles, Bissell,
Carlisle & Wolff, Columbia, S. C.
Contractors: E. M. Spong Construction Co.,
Columbia, S. C. Windows:
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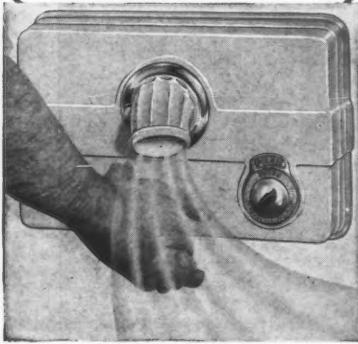
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NORTH CHICAGO, ILLINOIS

Catholic Education News

(Continued from page 254)

• BROTHER BERTIN LEO (SULLIVAN), F.S.C., the oldest Christian Brother in the United States, died, during the summer, at St. Joseph's Normal Institute, at the age of 91. He would have observed his diamond jubilee in religion on December 24.

• DR. PAUL G. GLEIS, head of the department of German at the Catholic University of America for many years, died in July. After receiving his doctor's degree from the University of Munster in 1911, Dr. Gleis came to the Catholic University, retiring on June 30 this year.

• BROTHER WILLIAM B. CORNELIA, of the Christian Brothers of Ireland, founder and first president of Iona College at New Rochelle, N. Y., died, July 5, at the age of 70.

• REV. JOHN J. FLYNN, C.M., of St. Vincent's Seminary, Philadelphia, died, June 25. He was a native of Brooklyn, N. Y., and had been a Vincentian Father for 36 years.

• SISTER M. CATHERINE GILDEA, the oldest Sister of the Order of Mercy, died at San Diego, Calif., on July 12, at the age of 94. She was born in Roscommon, Ireland, and entered the Order of Mercy at Los Angeles on January 6, 1894.

• MOST REV. JOSEPH A. HICKEY, O.S.A., former president of Villanova University and prior general of the Order of St. Augustine, died July 9, at the age of 72.

SIGNIFICANT BITS OF NEWS

A Catholic Information Center

The new Catholic Information Center in the Bishop Joseph P. Donahue Building at 31 East 50th St., Manhattan, New York City, was solemnly dedicated by Bishop Donahue on June 9. The purpose of the center is to give information on things Catholic to Catholics and non-Catholics. A friendly reading room is a short step from the sidewalk. The Center will be open daily from 10 a.m. to 9 p.m., and on Saturdays from 10 a.m. to 3 p.m. Rev. Charles J. McManus is in charge of the project.

German-American Pilot School

Sponsored by His Eminence Joseph Cardinal Wendel, Archbishop of Munich, Bavaria, the German-American Pilot School is starting its third year, with an integrated curriculum which has religion as its core. The school for German children and children of Americans in Munich uses the philosophy of the Commission on American Citizenship of the Catholic University of America. It uses the Commission curriculum *Guiding Growth in Christian Social Living* and the Commission readers, the *Faith and Freedom Series*.

Secondary Curriculum

All high school subjects are included in the studies being made by 30 teachers throughout the United States under the guidance of the Commission on American Citizenship at the Catholic University of America. Subjects studied during the past summer include religion, social studies, English, science, Latin and modern languages, mathematics, art, music, health and physical education, home-making, commercial subjects, speech, and journalism.

ENCOURAGING LAY TEACHERS

Educating Lay Teachers

The Diocese of Erie has a plan to en-

courage young women to become teachers. Student teachers will alternate semesters of study and teaching. Each parish will help pay for the education of a student assigned to its school and will help her meet living expenses.

Another Lay-Teacher Program

In the Diocese of Cleveland, says Msgr. Clarence Elwell, school superintendent, there were, ten years ago, 70 lay teachers in the parochial schools; last year there were 372. This expansion will call for more lay teachers.

The diocese has a two-year cadet program at St. John College. A prospective teacher may study full time for two years, then teach while completing her college work in Saturday and summer-school classes.

For immediate relief of the present shortage, Msgr. Elwell suggests that former teachers who have reared their families consider working in the diocesan schools. Also that young women with a college degree consider taking courses in education to obtain a teaching certificate.

Diocese of Pittsburgh

In the Diocese of Pittsburgh, qualified high school graduates may obtain scholarships at three Catholic colleges and universities if they agree to teach for a certain period of time in an elementary school of the diocese.

READING CLINICS

St. Peter's College

St. Peter's College, Jersey City, N. J., is conducting classes designed to double the reading rate, increase comprehension, and teach one to read by thought units.

Catholic University of America

The Catholic University of America conducted, during the summer session, a course entitled "Reading and Study Skills," designed to help students "to read faster, to understand better, and to remember more."

Fordham University

A workshop in remedial reading, sponsored by the department of psychology of Fordham University was held, July 6—August 11, at the Catholic Charities Center in New York City. The workshop for Sisters followed the recommendation of the New York City Special Committee on Juvenile Delinquency which said that "failure in reading accounts more than any other factor for behavior problems, truancy, and general school failure."

PUBLIC SCHOOL RELATIONS

Controversy in Belgium

On July 21, the Belgian Senate passed the school reform bill cutting aid to all non-public schools. The Catholic Social Christians walked out before the vote, as they had done in the lower house. The bill now goes to the King.

Private Schools Vital

A recent publication of the National Association of Manufacturers says the Association "heartily subscribes" to the theory of dual educational institutions—public and private. It urges members of the Association to assist private schools.

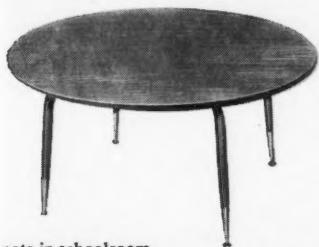
(Continued on page 40A)

Classroom Furniture by Samsonite

students attentive and bright!

Samsonite has created an entirely new concept in Classroom furniture...as exciting as it is practical.

4 Paint-Box Colors make classrooms bright and fun to work in! Tested on school officials in 30 states, the colors mix or match harmoniously, blend with every wall color!



A new note in schoolroom furniture, Samsonite's *Circular Table* lends an informal, non-institutional look to the classroom!

Shaped for Tomorrow! The gracefully curved contours are posture-designed to build healthy bodies, make attention less tiring, learning more fun!

Miracle of Mobility! Mix these units, move them room to room, with never a conflict in color or contour.

Mischief-Proof! Aluminum "spats" on legs defy kick and mop marks! Desk-lid hinges and countersunk "bumpers" can't be loosened, even with a screwdriver!

It's Not Expensive! Samsonite actually costs less than old-fashioned furniture...because it's strongest, lasts longest!



Newness of line, brilliance of color, keynote Samsonite's *Teacher's Desk*. Maximum work and storage space!



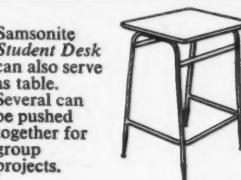
For all group projects, Samsonite's colorful *Activity Table* with three book boxes. (Also available with six boxes.)



Samsonite's colorful *Lift-Lid Desk* is noiseless, slam-proof, tamper-proof. Fingers can't be caught between lid and book box.



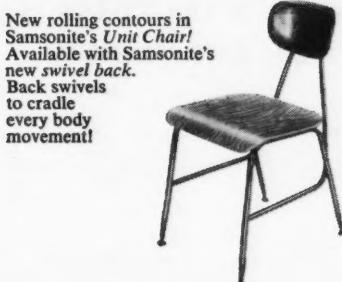
290 square inches of writing surface! New Samsonite *Tablet Desk Chair* plays multiple roles in classroom, meeting rooms, lunchroom.



Samsonite *Student Desk* can also serve as table. Several can be pushed together for group projects.



New Samsonite *Trapezoid Table* adapts in groups to endless combinations for varied schoolroom activities.



New rolling contours in Samsonite's *Unit Chair*! Available with Samsonite's new swivel back. Back swivels to cradle every body movement!



Plenty of leg room and storage space! The Samsonite *Shelf Desk* brings modern color, graceful lines to the classroom.

folding tables and chairs for every institutional use!

...the Classroom Furniture that's **STRONGEST...LASTS LONGEST!**

SWAYDER BROS., INC., Classroom Furniture Division, Dept. C-10, Detroit 29, Mich. Also makers of famous Samsonite Luggage and Card Tables and Chairs for the Home.

Catholic Education News

(Continued from page 36A)

RELIGIOUS ORDERS

College President

REV. EDMUND CHRISTY, O.F.M., guardian of the priory at Siena College, Albany, N.Y., has been appointed president of the college, succeeding REV. BERTRAND CAMPBELL, O.F.M.

Abbot Honored

ABBOT BERTRAND C. DOLAN, O.S.B., of St. Anselm's Abbey, Manchester, N.H., has received from His Holiness Pope Pius XII the Cappa Magna, an honor currently held by only two other abbots of the American Cassinese Benedictines.

Ursuline Superior

MOTHER JOHN BAPTIST, O.S.U., has been elected to a 6-year term of superior general of the Ursuline Community in the Diocese of Toledo.

Franciscan Superior

SISTER M. CONSTANCE, was chosen mother general of the Sisters of St. Francis of the Immaculate Conception at an election held in Peoria, Ill., June 13. She succeeds MOTHER URSULA who has been general for 12 years.

Presentation Superior

SISTER M. ESTELLE PILLARD was elected Mother General of the Sisters of the Presentation at Dubuque, Iowa, succeeding Mother M. Camilla, who has held the office for 12 years.

Benedictine Superior

MOTHER M. PAUL, O.S.B., is the new superior of the Benedictine community at Nauvoo, Ill. She succeeds MOTHER RICARDA who has been superior for 12 years.

The Nauvoo community recently acquired membership in the Congregation of St. Benedict at St. Joseph, Minn., changing its status from that of a diocesan to a Pontifical community.

Vincentian Superior

VERY REV. VINCENT T. SWORDS, C.M., is the new superior of the Vincentian community at Niagara University.

Dominican Superior

SISTER M. BENEDICTA LARKIN, O.P., was elected mother general of the Dominican Sisters of the Congregation of the Most Holy Rosary, on July 8, at an assembly held at St. Clara Convent, Sinsinawa, Wis.

New Congregation

The Sisters of the Divine Spirit, founded last year "to use a modern approach to meet the needs and problems of our present-day way of living" has opened a novitiate on the campus of Gannon College at Erie, Pa. REV LAWRENCE G. LOVASKI, S.V.D., is the founder. The new community will admit women with delayed vocations. Their dress will be in keeping with modern needs.

S.V.D. Superior

VERY REV. ROBERT E. PUNG, S.V.D., former rector of St. Augustine Seminary, Bay St. Louis, Miss., has been appointed provincial of the Divine Word Missionaries of the southern province. VERY REV. WILLIAM C. BAUER, S.V.D., southern provincial for the past 7 years, becomes rector of Holy Ghost Mission Seminary at East Troy, Wis.

CHRISTIAN BROTHERS EDUCATIONAL ASSOCIATION

Brother August Raymond, vice-president of St. Michael's College, Santa Fe, N. Mex., was elected president of the Christian Brothers Educational Association, July 30, at the closing session of the Association's 17th annual conference held at Manhattan College, Riverdale, N.Y. Brother Raymond, moving up from vice-president, will serve for one year. Other officers elected were: Brother V. Ignatius, principal of San Joaquin H. S., Fresno, Calif., vice-president, and Brother Sylvester Albert, principal of Sacred Heart High School, San Francisco, secretary general.

The Conference next year was set for La Salle College, Philadelphia. The theme of the 1956 meeting will be "The Mission of the Christian School to the Contemporary World."

The Resolutions

Before the more than 200 Christian Brothers from colleges, high schools, elementary schools, and welfare institutions throughout the country closed the Conference, they passed resolutions which included:

"We (Christian Brothers Educational Association) commend the President of the United States on his firm stand concerning the importance of the worship of God for the welfare of the country.

"We express interest in the White House Conferences on Education and intend to participate in our respective state meetings and we appoint our immediate past president (Brother Daniel Henry of St. John's High School, Washington, D.C.) to be our representative at the Washington conference, and to give a report on this conference at our next meeting.

(Continued on page 42A)



modern streamlining . . . comfortable . . . luxurious . . . you can have all these necessary qualities for fine seating with Griggs Model 50 MBW auditorium chairs.

See your Griggs distributor or write direct for auditorium seating catalog.



One out of Five School Children needs professional Eye Care ...



The New AO School Vision Screening Test (an improved model of the Massachusetts Vision Test)

New! The AO School Vision Screening Test presents the basic Massachusetts Vision Test in a fast, efficient, new way. It shows, by simple "pass-fail" tests which children are likely to need a professional eye examination and subsequent visual care. You can even test very young school children . . . prevent years of error and frustration.

Fast, Low Cost! Teachers and school nurses have processed 2 to 3 times more students per school day than with similar tests. This amazing speed is achieved by the ingenious new design. There are no glasses to put on and take off. No cards to hold

over the student's eyes. The numbered lenses, occluders, and other optical elements, all vital parts of the test, are quickly dialed into the student's line of vision. Tests are conducted at 20' and 16" the standard distances for distant and near vision testing. Functional design drastically cuts test time per student whether kindergarten or high school.

Easy-to-Use! Complete, well illustrated manual contains brief, concise details on how to conduct the test. No special training necessary for the examiner. Built in transformer permits only 6 volts to reach the desk unit — protection for the examiner and student.

Well Constructed! Distance target washable, made of sturdy composition board. Built-in folding legs snap into position. Hand crafted oak cabinet, metal hinges and locks, quality optics, sturdy electrical components all guarantee years of service. Complete unit folds into compact carrying case with convenient handle. Dust and rain jacket included. Information at nearly 300 AO offices or write

American Optical
INSTRUMENT DIVISION BUFFALO 15, N.Y.

Catholic Education News

(Continued from page 40A)

"We continue to express our concern over proposals to establish some sort of national system of education through the devices of accreditation and certification removed from the traditional state direction of such activities by legally designated personnel.

"We reiterate our belief in the primary rights of parents in the education of their children and go on record as being opposed to any infringement of this right especially with regard to religious instruction in the case of children confided to state institutions."

The four-day Conference started on Wednesday evening, July 27, with solemn

Benediction celebrated by Most Rev. Joseph P. Donahue, Auxiliary Bishop of New York. Brother Celestine Luke, following Benediction, opened the business of the Conference with a keynote address centered on the theme of the meeting "Faith in the Christian Schools."

In his address, Brother Luke told the Brothers that teachers in Catholic schools should favor the thorough and vital presentation of the truths of faith more than a constant moral and so-called "practical" orientation in the religion class.

"Administrators and teachers in our Christian schools," Brother Luke observed, "have a choice between the arduous, difficult, and often dull presentation of the truths of faith on the one hand and the exciting and usually appealing exhortations to this or that practice on the other. It is a choice between teaching and preaching; a choice that in the long run

measures ultimate results against immediate success," he pointed out.

"However," he cautioned, "we are not out to make theologians in the strict sense either of our teachers or our students. In fact, one of the most fruitful and interesting means that a teacher can use to have his students penetrate a particular revealed truth is to train them to see its consequences for practical action."

The second day (Thursday, July 28) of the Conference was highlighted by a letter from the vicar-general of the Christian Brothers from Rome, an address of welcome by Brother Augustine Philip, F.S.C., president of Manhattan, and talks by Brother E. Victor, assistant superior general of the teaching order in the United States and Brother Daniel Henry, president of the Christian Brothers Educational Association assigned to Calvert Hall in Baltimore, Md.

In his letter, Brother Denis, the vicar-general, warned the Conference Brothers "that the world of tomorrow will be divided into two camps: those who accept God and those who reject Him. Man can discover God." Brother Denis pointed out, "in creation, provided that, as Plato says, 'he search for Him with his whole soul,' and in his conscience where sounds a secret call that comes from above. No one is excluded from this knowledge of God as long as he is attentive to this double language."

"Of course," Brother Denis related, "this double attention is difficult. What is more, this image of God, scarcely glimpsed, risks being deformed by the passions or clouded by the interposition of material preoccupations. Accordingly, God has spoken to us in a language that is more accessible—that of Revelation."

In his talk, Brother Henry pointed out that in order to carry out the theme of "Faith in the Christian Schools" into their classrooms, the Christian Brothers must also carry in with them the zeal and enthusiasm necessary to teach faith to their pupils.

Friday's panel discussions were highlighted by an evaluation of the liberal arts programs in force at two of the Christian Brothers largest colleges — Manhattan in New York and St. Mary's in California.

On the high school level under the general topic of "Cultivating the Virtue of Faith in Our Students" Brother Conall Alfred of Bishop Bradley High School, Manchester, N.H., condemned the philosophy of pragmatic living rampant today among our youth. He said it is a philosophy that ignores the spiritual and places a premium on personal self-seeking and material self-gratification. Brother Alfred said that poor examples on the part of parents; ill-chosen companionship of youths who are uninhibited in their choice of recreational diversions, and the materialistic themes of many television and motion picture presentations—all provide the means for the student adopting this pragmatic philosophy.

In a discussion in the elementary school-welfare institution section under the same topic, Brother Gerard Luke of the Philadelphia Protectors emphasized the importance of personal contact and inspiration as displayed by the Brothers who teach and prefect dependent children and delinquents. He urged the general adoption of the motto of the Philadelphia Protectors "Our boys need models not critics."

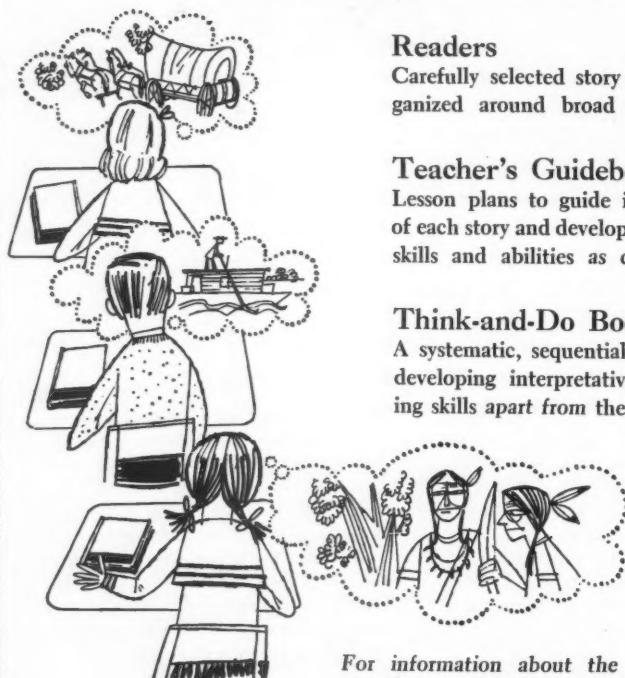
Later in the program, the high school section discussed the "Specific Means of Cultivating the Spirit of Faith in Our Students." Under this topic Brother St. Pius of Sacred Heart High School, San Francisco, stressed the roles of dogma and apologetics in the development; Brother Benedict Virgil of Cathedral High School, El Paso, Texas,

(Continued on page 44A)

How can we help children get more out of what they read?

The New Cathedral Basic Reading Program

offers complete materials for building
interpretative skills to help children un-
derstand, enjoy, and use what they read



Readers

Carefully selected story materials or-
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Teacher's Guidebooks

Lesson plans to guide interpretation
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Think-and-Do Books

A systematic, sequential program for
developing interpretative and thinking
skills apart from the stories.

For information about the
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Beauty and QUIET Go to School Hand in Hand

As modern and effective as its eye-appealing interiors . . . is the ear-easing quiet found throughout the new Catholic Central High School in Muskegon, Michigan. The reason: An installation of 52,000 sq. ft. of Acousti-Celotex Tile, whose smart appearance blends beautifully with the attractive decor as it performs its highly-efficient sound conditioning function.

Low in Cost—An economical sound-absorbing ceiling of Acousti-Celotex Tile is one of a school's most beneficial necessities. It provides virtually perfect acoustics for an atmosphere of better learning through better hearing. And in addition, it acts to control the noises of routine schoolday activity, bringing *quiet comfort* to classrooms, study halls, libraries, gyms, cafeterias,

auditoriums, music rooms. Both students and teachers benefit greatly.

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Mail Coupon Today for a Sound Conditioning Survey Chart that will bring you a free analysis of the noise and acoustical problems in your school, plus a free factual booklet, "Sound Conditioning for Schools and Colleges." No obligation.

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(Continued from page 42A)

stressed the role of liturgy; and Brother Liguori James of St. Peter High School, Jefferson City, Mo., stressed the importance of Scriptures in this cultivation.

The elementary school-welfare institution section concerned itself in another panel with the modern applications of the book *Management of the Christian Schools* written by the Christian Brothers' founder, St. John Baptist de La Salle. Phases of this topic regarding teaching, learning, and school government were discussed by Brothers Felix of Valois of the Philadelphia Protectory; Sylvester Albert, Sacred Heart High School, San Francisco, and Bartholomew Thomas of Han- son High School, Franklin, La.

On Saturday in the college section, the "Virtue of Faith on the College Campus" was discussed by Brother Louis De La Salle of St. Mary's College, Winona, Minn. He pointed out that many tend to lose their faith because, while they know about God, they have not personalized this knowledge into motivations for good daily living. Their faith has not permeated their thinking. Other views on this topic were given by Brother Andrew Celestine of St. Michael's High School, Santa Fe, N. Mex., who discussed the "Virtue of Faith in the Classroom" and Brother Daniel Bernian of La Salle College, Philadelphia, who told of the "Virtue of Faith in Campus Activities."

The high school section Saturday was concerned with "Remedial Reading in Our High Schools." Brother V. Matthias of Christian Brothers School, Sacramento, noted that the chief cause of reading disability in high schools is lack of reading background which is constant with the home background. "The speed age in which we live," he said, "does not permit time for reading. Boys today want to be entertained and entertaining one's self by reading is a lost art." On this panel, Brother Cassian David of St. John's High School, Washington, D. C., spoke on "Survey of Reading Abilities of our students in each district" and Brother H. Dominic discussed "Remedial Reading Techniques at the High School Level."

The elementary-welfare schools section discussed "Remedial Reading in our Elementary Schools." After papers were presented by Brother Columban of Incarnation School, Manhattan, and Brother Chrysostom Peter of St. Cecilia's School, Brooklyn, a classroom demonstration of the phonics method in handling poor readers was given by Brother Austin Matthias of St. Cecilia's.

COLLEGES AND UNIVERSITIES

Seton Hall University

Dr. Edward J. McCormick of Toledo, former president of the A.M.A., speaking at the 99th commencement of Seton Hall University, made a plea to citizens of New Jersey to support the medical and dental schools to be opened this fall at Seton Hall. He deplored the present tendency to seek support from the national government for activities which should be supported by private or local contributions.

Chemistry at Mundelein

Sister M. Martinette, B.V.M., chairman of the department of chemistry at Mundelein College in Chicago, has received a summer appointment as a post-doctoral research associate at the University of Notre Dame. Sis-

(Continued on page 48A)

"THE CHILDHOOD OF FAMOUS AMERICANS SERIES"

in the special School Edition

The first sixty-five volumes in this nationally recognized series were available in the special *School Edition* as of February 1, 1955. Fifteen further volumes in the *School Edition* were published as of September 1, 1955:

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Dan Webster	Narcissa Whitman	Will Clark
Ethan Allen	Robert Peary	Young Jed Smith
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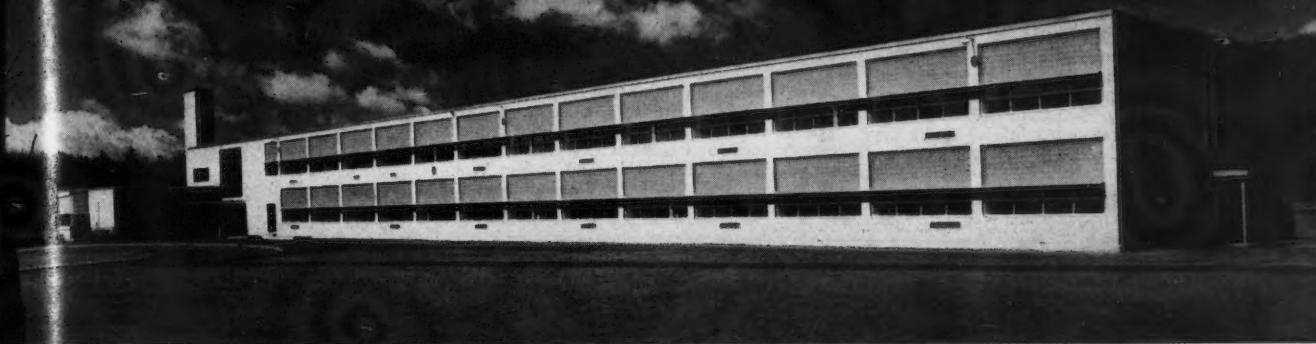
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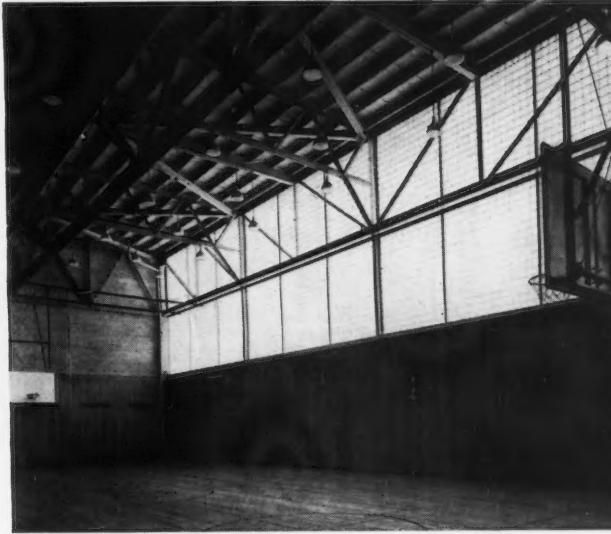
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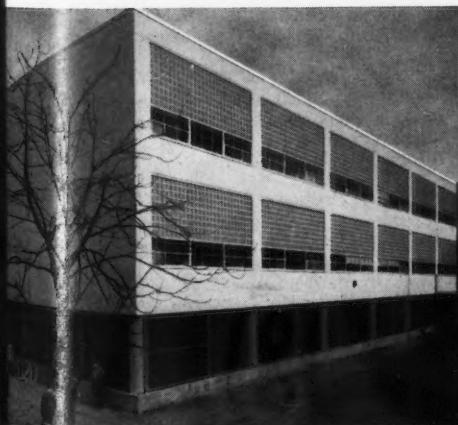
NEW YORK, Star Lake. Clifton-Fine Central School. Reisner, Urbahn, Brayton and Burrows, Architects. Note how the Owens-Illinois Glass Block panels and vision strip windows framed with masonry form a rhythmic beauty for this façade.



MICHIGAN, Kalamazoo. Western Michigan College. Ralph R. Calder, Architect. Owens-Illinois Glass Block set in aluminum frames which are flush with exterior wall add to attractiveness of modern, narrow brick piers.



MASSACHUSETTS, Boston. Northeastern University. Shepley, Bulfinch, Richardson and Abbott, Architects. Because glass block insulate as effectively as an 8" brick wall, such a huge expanse of block was practical even in Boston's climate.



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Glass Block are laid
up with regular ma-
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Your present school, or one you are planning, can have the same good daylighting that these schools have. Write for the details. Address: Kimble Glass Company, subsidiary of Owens-Illinois, Dept. CS-9, Box 1035, Toledo 1, Ohio.

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GENERAL OFFICES • TOLEDO 1, OHIO

Catholic Education News

(Continued from page 44A)

ter Martinette has been specializing in Stereochemistry of Coordination Compounds and her students have won honors in that field.

Degree in Psychology

St. Mary's University, San Antonio, Tex., has announced a course leading to a liberal arts degree in psychology. This course will prepare students for graduate studies and careers in business and industrial psychology, educational and vocational guidance and counseling, etc.

An Iowa Seminary

Mt. St. Bernard's Seminary, Dubuque, Iowa,

opened in 1951 for the dioceses in Iowa, opens its fifth year in September with at least 151 students, not only from Iowa but from 14 dioceses, including two Chinese students.

University of Notre Dame

The ninth annual Vocation Institute was held at the University of Notre Dame, July 14-17. Included were: a discussion on "Types Suited or Unsuitable for Religious Vocation" by Rev. Charles J. D. Corcoran, O.P., of River Forest, Ill.; "Modern Psychiatry and the Catholic Church," by Dr. Frank J. Ayd, Jr., of Baltimore; a sermon by Cardinal Stritch; and addresses by Archbishop Paul C. Schutte, of Indianapolis and Bishop Wm. T. Mullo, of Covington, Ky. Bishop Wm. E. Cousins, of Peoria, Ill., gave the keynote address.



Exhibit prepared by the seventh grade of Holy Trinity School, McKeesport, Pa., following their study of the Holy Sacrifice of the Mass. The Vincentian Sisters of Charity are the teachers.

New! A wonderful series of stirring life-stories of great Catholics especially written for the modern child

VISION BOOKS

Inspiring, instructive, exciting reading to give young Catholics from 9 to 15 a vision of their great heritage.

Never before have there been such books for children — thrilling life-stories of saints and heroes for youngsters 9 to 15. Here are living, breathing men and women, brought vividly to life by our finest authors. These colorful, action-filled, authentic stories will give hours of reading pleasure and a lifetime of spiritual strength to young readers. And besides giving them a broader understanding of information about history and geography. Beginning in January, a new VISION BOOK will be published each month, by such outstanding authors as Frances Parkinson Keyes, Thomas Merton, Bruce Marshall, Louis de Wohl, Jim and Virginia Bishop, Rev. Brendan Larmen, O.P., and Ed Fitzgerald.

Dan Herr, president of THE THOMAS MORE ASSOCIATION declares: "We have badly needed such a biographic series for Catholic children."

VISION BOOKS are beautifully designed and hardbound, with dynamic four-color pictures on the jackets, and striking black and white illustrations. Here are the first four Vision Books; each carries the Imprint:

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By Catherine Beebe

Out Sept. 16

ST. THERESE AND THE ROSES

By Helen Walker Homan

Out Sept. 16

FATHER MARQUETTE and the GREAT RIVERS

By August Derleth

Out Oct. 7

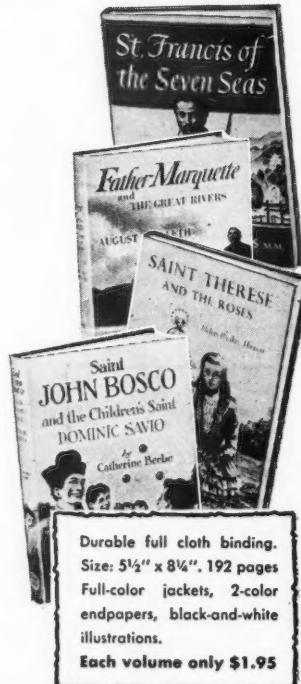
ST. FRANCIS OF THE SEVEN SEAS

By Albert J. Nevin, M.M.

Out Oct. 7

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Size: 5 1/4" x 8 1/4". 192 pages
Full-color jackets, 2-color endpapers, black-and-white illustrations.
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Marquette University

Marquette University began in June the celebration of its 75th anniversary. The observance, to extend over the school year 1955-56, will include various religious, educational, civic, and social affairs. At a civic dinner, given by the Milwaukee Association of Commerce, John L. McCaffrey, president of International Harvester Co., voiced a plea to industry for generous support of private educational institutions.

Regina Coeli College

The Sisters of the Presentation at Fitchburg, Mass., have received a state charter to conduct a college for their members. The community has been established in the U. S. for 100 years as a teaching congregation. It has 8 convents and 143 Sisters in the Diocese of Worcester.

Correspondence Course on the Mass

A correspondence course on the Mass, conducted by the Confraternity of Christian Doctrine of St. Benedict's College, Atchison, Kans., and sponsored by the Knights of Columbus of the Archdiocese of Kansas City in Kansas, is being given at St. Benedict's College.

Notre Dame Limits Enrollment

The University of Notre Dame has set a limit of 5000 undergraduate students to preserve personal relationships between students and faculty and to maintain standards of scholarship. A total of 3800 applications for the freshman class were received and there is room for only 1400. All undergraduates will be housed on the campus, with the construction of more residence halls.

In addition to the undergraduate enrollment, Notre Dame will have about 350 in law school and 750 in graduate school.

Receive Grants

The Catholic University of America and Georgetown University have received grants of \$2,000 each from the United States Steel Foundation, Inc.

Banking Program

Georgetown University's twenty-year-old Division of Business Administration will inaugurate a major program in banking beginning with the fall semester. The program has been designed "to provide an adequate reservoir of trained and qualified personnel for positions of executive caliber in the field of banking." Students completing the curricula will receive the degree of bachelor of science.

(Concluded on page 50A)



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One of America's finest and most complete
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ALL

Mary Clare

Catholic Education News

(Concluded from page 48A)

Corporate Fund Results

Eight Catholic colleges in New England will benefit from participation in the New England Colleges' Fund this year. The Fund was organized to solicit contributions from business and industry and distribute them through a general pool. The Fund will enable Regis College, Weston, Mass., to purchase needed volumes for their new library; will furnish eight new classrooms at Emmanuel College,

Boston; will provide funds for grants-in-aid to students at Providence College; and will enable increases in teachers' salaries and alleviate operating expenses at Boston College, Holy Cross College, Fairfield University, St. Anselm's, and St. Michael's College.

Reliance of Philosophy of Education on Theology

When we speak of our philosophy of education, we have in mind the special approach which we, as Catholic educators, bring to the task of developing the young people who come to our colleges and universities. This approach to the educative process derives its principles from our Catholic philosophy and



SS. Peter & Paul School, Jamestown, N. Y., received two first and second prizes in the county health poster contest, and Dennis Samuelson of SS. Peter & Paul School won first prize in the state contest. Dennis is showing the telegram announcing the award. In the picture are: Mrs. Delmo Wetzen, county chairman of the contest; Dennis; Sister M. Donata, R.S.M., art director of the school; and Msgr. Patrick F. Tobin, pastor of SS. Peter & Paul Parish.

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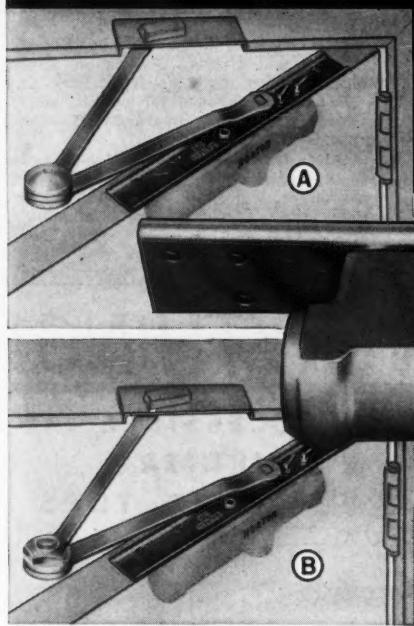
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Where integrity of design is paramount Norton "Inador" offers an ideal solution. The clean-lined styling of the door is in no way impaired because "Inador's" extremely compact mechanism is fully concealed. It fits snugly into the top rail of any $1\frac{3}{4}$ " door or can even be used on $1\frac{1}{8}$ " doors by taking a full cut out of top rail and applying special metal side plates.

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a true liquid door closer that will stand up under the most exacting service for years to come. Compactness has been achieved with no loss of the durability, dependability, low maintenance cost and precision workmanship so characteristic of all Norton Door Closers. For complete information on this and other Norton Door Closers, consult the complete catalog. Write for it today.

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Division of The Yale & Towne Manufacturing Company
Berrien Springs, Michigan

Building News

(Continued from page 251)

was dedicated May 22 for St. Joseph's parish, Astoria. The auditorium of the new building was dedicated to Rev. Peter Henn, during whose pastorate the original school was built and opened in 1917.

The structure contains, in addition to the auditorium, 16 classrooms, a library, audio-visual aids room, offices and medical rooms. The old school was renovated to include 13 classrooms, a new kindergarten room, with a flexible social room-cafeteria in the basement. The entire project with an addition to the present convent will cost \$1,100,000.

The school is conducted by the Sisters of St. Dominic of Amityville. Pastor of St. Joseph's is Rt. Rev. Richard B. McHugh.

IN OHIO

Bishop Watterson High School, Columbus

Dedication ceremonies for the new Bishop Watterson High School were held June 19. The new high school is coeducational and will accommodate 900 students.

This is the first of the buildings proposed in the development campaign organized by the parishes of Franklin county in 1953. The new building will be open for use in September.

IN PENNSYLVANIA

St. John the Evangelist, Lakemont

Solemn dedication of the new school structure for St. John the Evangelist parish, Lakemont, was held June 26. Modern, red brick construction with natural lighting are the outstanding features of the new school. More than 80 per cent of the southeast wall is of glass to permit a maximum of light to enter the classrooms. Sisters of St. Joseph staff the school; Rev. Eugene C. Parrish is pastor of the parish.

IN RHODE ISLAND

Providence College, Providence

Providence College recently dedicated its new million-dollar, multi-purpose gymnasium building, Alumni Hall. Most Rev. Russell J. McVinney of Providence blessed the building in a ceremony that was followed with an "open house."

A Bibliography for Custodians

The following bibliography on cleaning and maintenance was published in the *Iowa Custodians News Letter* for May-June, 1955. The *News Letter* is published by the Iowa Association of Custodians and Assistants, Ames, Iowa.

Job and Information Sheets in Housekeeping for Janitor-Engineers, by O. H. Beaty and L. W. Winkel. Kansas State Board for Vocational Education, Topeka, Kans. 1947.

Handbook for School Custodians, by A. D. Brainard. Extension Division, University of Nebraska, Lincoln, Neb. 1948.

Engineer-Custodians Manual, by Thomas J. Brett. American Technical Society, Chicago, Ill. 1942.

Boiler Operation; Care of Floors; Questions and Answers, by Wm. T. Brown and Irwin B. Kee. Frank Wiggins Trade School, 1646 South Olive St., Los Angeles 15, Calif.

Building Operation and Maintenance Manual, by Herbert M. Chellis. Frank Wiggins Trade School, 1646 South Olive Street, Los Angeles 15, Calif.

Plant Maintenance Manual, by Edward J. Clement and Carl C. Harrington. Conover-Mast Publications, Inc., New York City.

Manual for Custodial Service, El Paso, Tex., Dept. of Education. Board of Education, El Paso, Tex. 1945.

Survey Data Book for Public School Janitorial Engineering Service, by B. L. Engelhardt, C. E. Reeves, and G. F. Wamrath. Bureau of Publications, Teachers College Columbia University, New York, N. Y.

(Continued on page 54A)

THE DESK THAT HAS EVERYTHING!

- ★ PLEASING
- ★ ADJUSTABLE
- ★ PORTABLE

- ★ LEG FREEDOM
- ★ SPACIOUS
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SIT-RITE

DESIGNED FOR DURABILITY! SIT-RITE is designed to take it! Its molded metal base, heavy seamless tubing uprights, sturdy metal frame carries an unconditional 25-year guarantee! SIT-RITE modern desks designed especially for modern buildings.

CRAFTED FOR COMFORT! SIT-RITE engineers have made this desk unit readily adjustable. It is virtually tailor made to all individual measurements thus eliminates fatigue and sharpens attentiveness, promotes good posture. All sizes for Grades and High School.

ENGINEERED FOR EFFICIENCY! SIT-RITE desks hold more books and supplies; the over all design permits ease of ingress and egress. SIT-RITE construction permits easy dusting or sweeping without moving the desk. SIT-RITE desks have plastic tops by Fiberesin.



SIT-RITE in its hand-some new SCHOOL-TONE finish. Enhances natural beauty of the birchwood and reduces eye-strain to a minimum.

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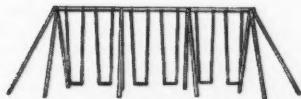
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Sensationally new. Gives "ups-a-daisy" ride 33½% higher than conventional see-saw, but with greater safety.



No. 58-F Playground Basketball Backstop
Compact, economical unit that's ideal for limited ground areas. Six varieties of funful, healthful activity.



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CHELSEA, MASSACHUSETTS

A Bibliography for Custodians

(Continued from page 52A)

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In-Service Training Program, by Harold D. Hynds. Bureau of Plant Operation and Maintenance, Board of Education, 110 Livingston St., Brooklyn, N. Y.

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The School Custodian's Housekeeping Handbook, by H. H. Linn, L. C. Helm, and L. P. Grabarkiewicz. Bureau of Publications, Teachers College, Columbia University, New York, N. Y. 1943.

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Custodian's Manual, by Seattle Public Schools, Seattle, Washington. 1942.

School Building Management, by Reeves and Ganders. Bureau of Publication, Teachers College, Columbia University, New York. 1927.

Denver Public School Series, by Carl H. Schoene and others. Emily Griffith Opportunity School, Department of Vocational Education, Denver Public Schools, Denver, Colo.

Unit No. 58, *School Housekeeping*. Part 1: *Sweeping and Dusting*.

Unit No. 59, *School Housekeeping*. Part 2: *Floor Maintenance*.

Unit No. 60, *School Housekeeping*. Part 3: *Washing*.

Unit No. 61, *School Housekeeping*. Part 4: *Classroom Mechanics*.

Unit No. 62, *Plumbing Repair and Maintenance*. Part 1: *Flush Devices*.

Unit No. 63, *Carpentry*. Part 1: *Glazing and Sash Repair*.

Unit No. 64, *Electrical Maintenance and Repair*.

Unit No. 65, *Painting*.

Unit No. 66, *Firemanship*.

Unit No. 68, *Novelty*. Part 1: *Hardware*.

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(Concluded on page 55A)

A Bibliography for Custodians

(Concluded from page 54A)

Janitor's Work Manual Bulletin No. 1, by J. L. Taylor, Arkansas Department of Public Instruction, Little Rock, Ark.

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The Custodian at Work, by Nelson E. Viles, University Publishing Company, New York, 1941.

The Industrial Housekeeping, by R. F. Vincent, Interstate School Building Service, Foremen's Institute, Inc., Deep River, Connecticut.

School Housekeeping, by Frank Williams, Interstate School Building Service, George Peabody College, Nashville, Tenn.

Notes on Heating Boilers, by Marvin Gould, Engineering Extension, Iowa State College, Ames, Iowa.

Boiler Questions and Answers, by Alex Higgins.

SCHOOL BUS MECHANICS IN ARKANSAS ATTEND MAINTENANCE SCHOOL

School bus mechanics in Arkansas went back to school again recently to learn more about vehicle maintenance. The five-day program, arranged by J. L. Eidson, supervisor of school transportation for the state department of education, was held on the campus of Arkansas Polytechnic Institute in Russellville. The 123 "students" lived in the school's dormitories and were served meals in the campus cafeteria. Representatives of more than a dozen automotive and equipment manufacturers served as instructors in courses that covered such subjects as motor repair, welding, brake service, and painting.

This was the fourth such state-wide training session sponsored by the state department of education. Launched five years ago with a two-day meeting at one of the state's rural schools, the first program attracted only 12 mechanics. Since the inauguration of the statewide program, enrollment has grown steadily, with an increasing number of the state's school districts sending personnel. According to Mr. Eidson, the program is showing rather remarkable results. "There has been a very definite improvement in the maintenance program at the local level," he said. "About half of the schools operating buses now handle their own maintenance and repairs. By giving mechanics intensive practical training at our annual school, we give them exactly the kind of help they need to safeguard a community's investment in buses."

Co-operating manufacturers have been very generous in sending trained personnel to teach at the school, Mr. Eidson pointed out. This year, 21 representatives took part in the sessions. They also helped plan the instructional program, arranging the schedule so a maximum amount of useful information could be made available in a minimum of time.

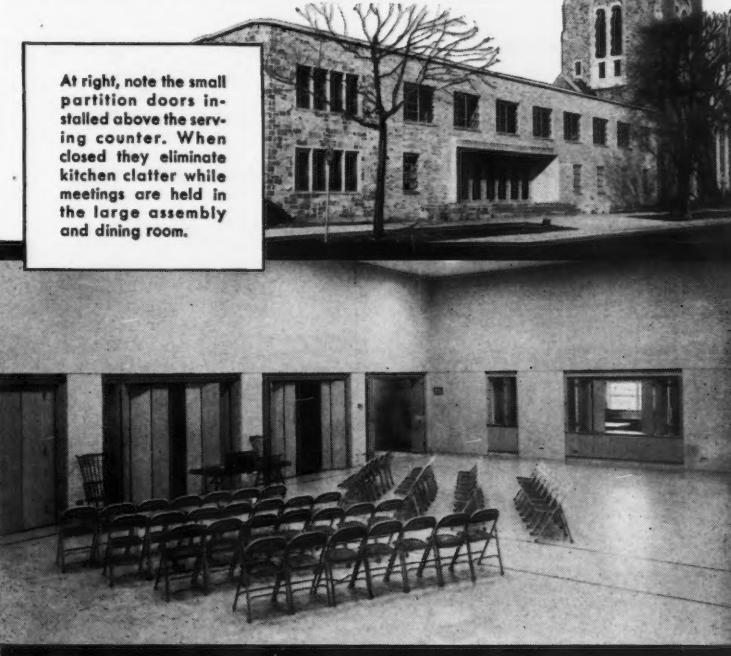
Participating in the school this year were the following firms: Sherwin-Williams Co., International Harvester Co., Dodge Bros. Corp., Chevrolet and GMC Divisions of General Motors, Ford Motor Co., Superior Coach Corp., Marquette Manufacturing Co., Delco-Remy, Allen Electrical Equipment Co., Sun Electric Corp., Rochester Carburetor Products, and Carter Carburetor Corp.

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doors meet space needs quickly in this new church assembly room!

Churches, like many other public buildings often find space requirements changing from minute to minute—but the need for privacy is always present! Bethany Union Church, Chicago, Illinois solved this problem with sound-resistant R-W FoldEr-Way partition doors.



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The comments of Pastor James Gordon Gilkey, Jr. are interesting:

"... We have discovered that these folding doors give to this room a multi-purpose use, as well as a feeling of beauty and spaciousness which we hardly dared to believe possible. The doors operate easily, and from the usage already given them, appear to be sturdy enough to stand up under the heavy usage they will receive."

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Kits for Homework

Sister M. Aquinas, O.S.F.

Supervisor of Science and Social Studies

Diocesan Dept. of Education

Green Bay, Wis.

It is extremely important to interest the modern child in work or study or experiment toward which he has a natural incli-

nation. Juvenile delinquency will not be solved by investigations, surveys, and penalties. Children's minds, especially when the children are approaching teen-age, must be directed to serve physical and spiritual needs. The scientific advances of the machine age have provided more leisure for children as well as adults. If creative activity is not encouraged, the God-given talents and the satisfactions of work with the hands will not accomplish what

they should for the individual and for society. On the other hand, many young people will seek diversion in exploring alleys, toting guns (toy pistols or real guns), and in "shady deals."

Interesting Homework

Solving arithmetic problems, writing paragraphs, learning to spell, and diagramming sentences are school work, and many children think that five or six hours of such work is enough for a day. Reasonable homework has its proper place, but if boys and girls must "buckle down" to it after school and in the evening, such extension of school work is of excessively doubtful value and is apt to defeat its purpose.

But there are many hours of leisure at home, and not all of them will go to TV if the children are given interesting work with hands and minds. Every teacher of science and related subjects knows the natural interest of children in that field. And there isn't much time on the school program for those subjects. Perhaps the school can provide an understanding of only the basic concepts.

What about "home work" in science and similar activities in which the children have a keen interest? Such activities are recreational as well as educational. What is more important for Johnny and Susie than to learn how to follow directions—to work out a plan—on their own? Give them something different to do at home, instead of following the same tour of duty that was clocked off from 9 a.m. to 3 p.m. What shall it be?

One Solution

A set of educational projects suitable for the kind of homework we need has been developed by a manufacturer known as Models of Industry, Inc. This firm has evolved a series of educational kits that can become the basis of a valuable home-school workshop. While the class is doing the unit on weather and climate, the parts of the model Weather Station Kit can be assembled and brought to school to demonstrate in the enrichment program. The manual of directions is a little library in itself. The project will stimulate thought, wider reading, discussion, and experiment, from which conclusions can be drawn. The whole process of the scientific method is put into action. During the unit on electricity, the Electrical Kit can be assembled at home, while the demonstrations on basic principles are going on in school. Johnny and Susie will make a big contribution to the experience of the class.

There is nothing made today that can

(Concluded on page 58A)

Versatile All-Purpose Equipment with highly durable Hamilcore top



LN-0245 2-STUDENT TABLE.
Like all All-Purpose units, it is now in
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Hamilton All-Purpose equipment transforms any classroom into an efficient area for science instruction. Instructors' desks, student tables, storage cases, wall counters . . . all varying in size and accessories according to space available, students to be accommodated, and work to be done.

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For planning help from a Hamilton Field Engineer, or our plan-it-yourself All-Purpose Catalog No. 215, write without obligation—



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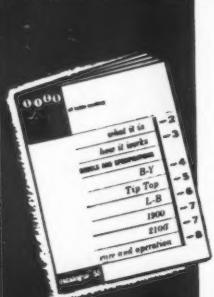
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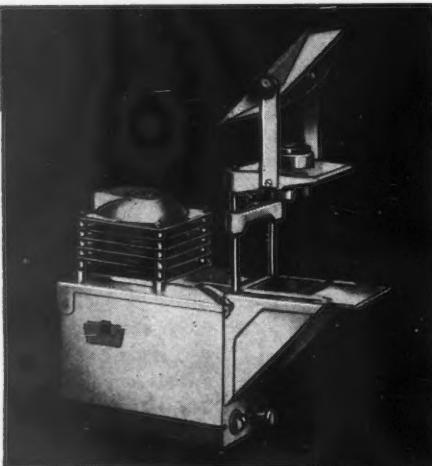


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Kits for Homework

(Concluded from page 56A)

compare with the skills children learn through assembling the Optics Kits. Understanding of the principles of light and color is deepened, and favorable attitudes are developed toward our heritage of science contributed by such men as Galileo, Newton, and other pioneers in this field. The children build a telescope to see what is before them, and a periscope to see what is behind them. They make a camera, a slide projector, and a microscope. The motivation for further study and experiment produced by these materials easily leads to the development of potential leaders of science.

Make a Globe

The day has come when every child can make his own globe, to explore the world of people, places, and natural resources. The exciting experiences of 3-D are brought to the child's own work table, and become an achievement of his own creative activity.

Exploring the educational possibilities of these and other materials of related nature is a new field of opportunity for the teacher. It is adapting homework and schoolwork to the needs of the children in meeting life situations with respect to self, to God, to fellow man, and to nature. It is activating the home-school relationship in a way to help youth solve educational and social problems in a way to arouse lifelong gratitude to the teacher for appreciation of the homework situation for Johnny and Susie.

Through the home-school association, and through parent conferences, the school faculty can plan with the parents to provide the means for their children to obtain kits which will interest them and help them with their school work. Children will plan with parents on ways to procure kits to build in themselves the skills which working with the hands develops. Thus the project of assembling kits helps parents to provide worth-while employment for their children in leisure hours at home. The inexpensiveness of the materials relieves the fear of strain on the family or school budget.

There are, of course, other ways in which the nature of homework can be improved so that it becomes more acceptable to the family plan of living, and contributes more to the child's welfare and to the school's progress. But in planning ways to make homework attractive, assignments requiring the use of arts and crafts deserves consideration on the part of the school.

**General Mills announces
the 2nd Annual Nation-wide
Betty Crocker Search**

**FOR THE AMERICAN
HOMEMAKER OF TOMORROW**

A national program to call attention to the importance of schools in American society and to assist them in their all-important work of building in young women a deeper appreciation and understanding of the home as it affects our society and economy; to emphasize through a sound scholarship award program the personal qualities and sense of values necessary to successful homemaking; to select for scholarships girls who are representative of these qualities.

More than 180,000 senior girls in over 8,000 public, private, and parochial high schools participated in last year's Betty Crocker Search for the American Homemaker of Tomorrow. General Mills cordially invites you to enroll in 1956.

Approved by the National Association of Secondary-School Principals, the Betty Crocker Search has won the praise of educators as "an outstanding project in behalf of American youth, schools, and the home." It is planned to help both teachers and students without adding a burden to school programs.

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48 additional scholarships for representatives of every state and the District of Columbia.....	\$1,500
49 other scholarships of.....	\$ 500
Complete sets of Encyclopaedia Britannica for schools of state and District Betty Crocker Homemakers of Tomorrow. Educational tours of national historic shrines for 49 state and District representatives and their teacher advisers. Educational materials for teachers of ALL SUBJECTS. Plus many other tangible and intangible rewards for individuals and schools.	

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*Home is where
the heart is*

New Books of Value to Teachers

The Forgotten Ones

Edited by Rev. Wm. F. Jenks, C.S.S.R. Paper, 193 pp., The Catholic University of America Press, Washington 17, D. C., 1955.

These are the proceedings of the third annual workshop on special education of the exceptional child, conducted at the C. U. of A., June 11-22, 1954. The editor is the director of the department of special education of the N.C.E.A., and director of the visually handicapped institute of the C.U.A.

In his foreword, the editor says that "the number of Catholic children of school age in

the U. S. today who need these special services approximates one million." The titles of the papers presenting the main topics under discussion together with the scholarship and importance of the speakers shows the earnestness of the Catholic educators who attended the workshop. The titles and authors are:

Negativism and Cerebral Dominance, by James E. Hayden, B.S., M.D., Ph.D., F.A.P.A. (who is Rev. Dom J. Jerome Hayden, O.S.B.), assistant professor of psychology and psychiatry at C.U.A.

Localization of the Lesions Causing Symp-

toms of Brain Damage, by Wm. P. Argy, M.D., medical director of D. C. Society for Crippled Children, Inc., and Othmar Solnitzy, Ph.D., M.D., member of the Scientific Council of the same society.

A Crippled Leg Does Not Mean a Crippled Mind, by Sister M. Liberalis Gier, F.M.M., R.N., R.P.T., Kennedy Memorial Hospital, Brighton, Mass.

One of the Largest Cities in the United States Launches a Program for the Largest Group of Exceptional Children in the Country, by Letitia Raubicheck, Ph.D., director of speech improvement of the New York City public schools.

Parental Responsibility for Juvenile Delinquency, by Mary Elizabeth Walsh, Ph.D., associate professor of sociology at C.U.A.

Retrosternal Fibroplasia and Longevity Cause a Revision of Our Plans for the Visually Handicapped, by Father Jenks, C.S.S.R. (the editor).

Handicapping Conditions as Seen by a Psychologist, by Salvatore G. DiMichael, Ph.D., executive director, National Association for Retarded Children, New York City; lecturer in psychology at the C.U.A.

The Implications of the Individual Differences That Exist Among Children, by Eleanor L. Whiteleather, M.A., clinical psychologist, Bureau of Maternal and Child Welfare, Washington, D. C.

Would Greater Stress on Preventive Measures Alleviate the Great Stress Now Being Placed on Remedial Procedures?, by Sister M. Nila Steinbach, O.S.F., Ph.D., director of the Archbishop Cushing Educational Clinic, Boston, Mass.

Part II of the book is a summary of the proceedings: on remedial reading; on speech correction; on the mentally retarded child; on the socially maladjusted child; on cerebral palsy; and on arts and crafts.

The participants in this vital workshop recognize the magnitude of the problem, but they are determined to do all in their power to make it possible for all exceptional children to receive the help, the training, and the education to which they are entitled, under the auspices of the Catholic schools.

The Psalms

Fides Translation, with introduction, and notes by Mary Perkins Ryan. Cloth, 306 pp., \$3.95. Fides Publishers, Chicago 10, Ill.

This translation of the Psalms, based on the newest edition of the Psalter, is written in dignified, modern English. Very readable and most attractive. The introduction makes clear that the Psalms are prayers which every Christian should pray; they are poetry of the most lofty type and should be read as such; they are means of doing honor to God, which every Christian should realize. The notes in this book are distinctly helpful for the educated layman.

The Age of Belief

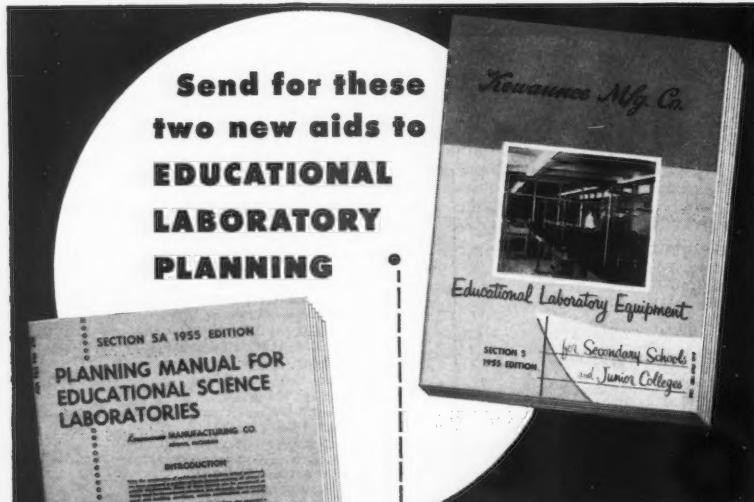
Selections from Medieval Philosophers, with comments by Anne Fremantle. Paper, 224 pp., 50 cents. A "Mentor Book," published by New American Library of World Literature, Inc., New York 22, N. Y.

This is one of a series, "The Mentor Philosophers." The compiler of this individual book, *The Age of Belief*, namely, Anne Fremantle, is introduced as an associate editor of *Commonweal*, an editor of the Catholic Book Club, and an associate professor at Fordham University. The book does not display an imprimatur.

God Love You

By Bishop Fulton J. Sheen. Cloth, 188 pp., \$2. Garden City Books, New York 22, N. Y.

A lot of jewels flung onto a table are in—
(Continued on page 62A)



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Breakfast-Skippers Rob Themselves of Alertness and Efficiency

- Five years of research has convinced a team of State University of Iowa scientists that breakfast-skippers rob themselves of potential alertness and efficiency during the late morning hours, and that dieters are wrong if they think missing the morning meal is a practical way to lose weight.
- Fifty subjects ranging from 12 to 83 years in age were involved in the studies which began in 1949 and were completed last year. Results of the entire project have just been compiled and summarized.
- The scientists report that for all age groups, the omission of breakfast placed the subjects at a distinct disadvantage in both physical and mental efficiency in the late morning hours.
- The scientists also recorded weight changes for all subjects involved in the study of various breakfast plans, and found that omission of breakfast had no influence on the weight changes observed.
- Also investigated during the course of the research were conflicting claims of those who contend that breakfast should be built around cereal and milk, and those who say the meal should include milk, bacon and eggs.

Both types of meals were given to subjects in the experiments, with no significant differences being

found among the physiologic responses in the late morning hours.

- The scientists also studied effects produced on the blood sugar level by breakfasts which contained 10, 15 and 25 grams of protein. Results of these studies showed that 10 grams of protein was inadequate, that 15 grams was "on the borderline," and that 25 grams—which might be found in a meal containing cereal and milk or eggs and milk—was "entirely sufficient" for maintaining the blood sugar at a normal level during the late morning hours.
- From the physiologic point of view, the scientists believe the research has shown that breakfast is an "economic necessity," and that people should manage their time in such a way that permits inclusion of an adequate morning meal in the eating schedule.

During the past six years twenty scientific papers have been published on the "Iowa Breakfast Studies." From these experiments several practical and sound conclusions were reached that provided a good background for organizing September Better Breakfast Month, now in its fifth year, and sponsored by the Cereal Institute as a public service.

BENEFITS OF GOOD BREAKFASTS



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FASTER REACTION—
ability to think and act more quickly



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New Books

(Continued from page 60A)

teresting, but not very satisfying intellectually even though the diamonds may be in one pile, the emeralds in another, etc. The same jewels set in a fine piece of jewelry give far more satisfaction. The present book consists of numerous "jewels" from the addresses and books of Bishop Sheen. While they are organized generally under a dozen general topics, they do not provide the satisfaction which would come out of well organized, connected discussions of the general topics. The effect is the same as that of a handful of jewels thrown helter-skelter onto a velvet pad.

Liturgical Piety

By Rev. Louis Bonyer. Boards, 284 pp., \$4.75. University of Notre Dame Press, Notre Dame, Ind.

This book, which is the first of a scholarly series on the history and the present status of the liturgy, argues that the liturgy is far more than a compulsory ceremonial; it is in fact the "system of prayers and rites traditionally canonized by the Church as her own prayer and worship." It urges that "the most profound Christian piety is the wholehearted and joyful sharing of the Cross of Christ in and through the mystery of the Mass and of the Sacraments." The book is distinctly for the advanced student of the liturgical movement.

Famous Signers of the Declaration

By Dorothy H. McGee. Cloth, 307 pp., \$3. Dodd, Mead and Co., New York, N. Y.

Following a brief account of the events which led to the writing and the signing of the Declaration of Independence, the author outlines in 27 chapters the careers of 36 of the more famous signers. The biographical facts, briefly and compactly written, contribute to an understanding of the signers' part in forcing the separation of the colonies from the mother country and later in the development of the constitution and of the new republic. Adult readers will enjoy the book quite as much as will high school students.

Walt Whitman's Concept of the Common Man

By Leadie M. Clark. Cloth, 178 pp., \$3.75. Philosophical Library, New York, N. Y.

This detailed study of Whitman as a poet, representative democrat, and philosopher leaves little to be admired, except the beauty of detailed passages of his poems and of his prose writings.

Tips for Teens

On Love, Sex, and Marriage, by Alvena Burnite. Paper, 112 pp., \$1.25. The Bruce Publishing Company, Milwaukee 1, Wis.

Ignorance and misinformation about sex are the chief causes of sex delinquency in youth, according to a Milwaukee social worker and Catholic mother, Mrs. Alvena Burnite. The author of *Your Teen-Agers*, another practical aid to parents and teachers, discusses in this latest book the relationships of love, sex, and marriage together with the all important need to form proper Catholic attitudes and ideals concerning them.

The book is a highly successful and thorough presentation of the religious and physical aspects of sex on the young people's level. Forearming them against the prevalent attitudes of the morally decadent, the author is careful to emphasize the true meaning of the

(Continued on page 63A)



Illustrated above is MOORE Style A48, pictured in Kodachrome in the new MOORE catalog.

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If they feel they look well, they'll participate eagerly in your program for them.

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Choral Robes and Confirmation Robes

New Books

(Continued from page 62A)

God-given reproductive faculties. Chapters are dedicated to explanations of the feeling of love, what it means and is; marriage; childbirth; medical care; and other related points, all done tastefully and frankly.

The Land and People of South Africa

Portraits of the Nations Series. By Alan Paton, Cloth, 144 pp., \$2.75. J. B. Lippincott Company, Philadelphia 5, Pa.

This sensitive author writes of the Union of South Africa, a country of beauty and great wealth, and of its history, peoples, and current problems. The story of the coming of the white man to this part of the world is described and we learn of the good and evil his civilization brought to the native people. Told in the manner of a travelogue, the author's views are objective, informative, and compassionate.

American Twelfth Night

Sister M. Madeleva, C.S.C. Cloth, 48 pp., \$2. The Macmillan Company, New York 11, N. Y.

Christmas verse with a variety of viewpoint and setting coupled with Sister Madeleva's penetrating, liquid phraseology. *American Twelfth Night* has something for everyone.

New Wings for a Warrior

By Russell Braddon. Cloth, 240 pp., \$3.50. Rinehart & Co., Inc., New York 16, N. Y.

The story of Group-Captain Leonard Cheshire, his wartime heroism and his search for a faith. The faith he found was Catholicism, and today this recipient of the Victoria Cross, and other honors, has founded several charity hospitals in England. His many projects include the organization of an airlift to Lourdes. This is truly an inspiring story.

Fundamentals of Journalism

By Robert A. Kidera. Paper, spiral bound, 130 pp. Marquette University Press, Milwaukee, Wis.

An excellent tool for the publications moderator or the Sister teaching journalism is this text-workbook. The well-illustrated text emphasizes the journalist's responsibility to select, report, and judge news for the good of his reader. Points of technique are illustrated with examples from school publications. Students will find useful the exercises designed to train him in the work of journalism. In 17 chapters are covered all the elements of news gathering and writing, editing, feature and editorial, staff organization, headlines, typography, make-up, picture selection, readership, and promotion and advertising. Welcome adjuncts are the style sheet and glossary of terms. Assistant professor of journalism at Marquette University College of Journalism, the author is well qualified as an authority on journalistic practices.

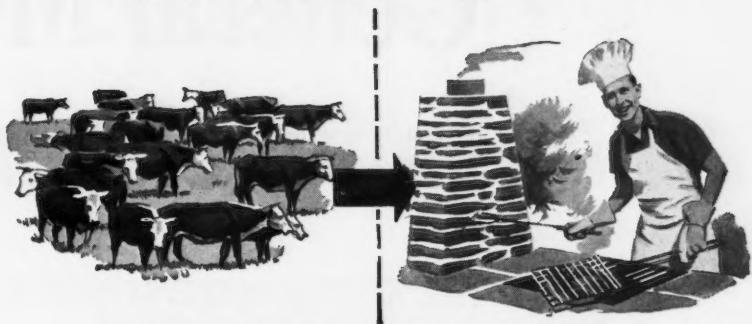
How to Use the Library

By Beuel M. Santa and Lois Lynn Hardy. Paper, 80 pp., 85 cents. Pacific Books, Box 558, Palo Alto, Calif.

A library manual for high school students. Familiar illustrations within the student's experience are used to explain library procedures, making the lessons meaningful "learning by doing." Student interest is also increased through the use of a conversational style and cartoon drawings employed as a teaching device. "Check Your Knowledge" review questions are found at the end of each section.

(Continued on page 66A)

FROM STEER TO STEAK



AMERICA'S RAILROADS MAKE THE CONNECTIONS!

Your favorite backyard cook gets a lot of help from American industry in the preparation of a juicy broiled steak! All over the country, hundreds of specialists . . . their labors linked by railroad transportation . . . team up to bring that steak to your table!



When beef cattle have attained proper weight on pasture or open range, they may be shipped by rail to farmers who "finish" them for market. Much of the feed used to fatten them also moves by rail.



After several months on the feed lots, the fat steers are ready for sale to the packing plants. Here they are slaughtered and processed under the supervision of federal, state, or local inspectors.



Properly graded meat is rushed to distributors or retailers in refrigerator cars. Cattle also yield important by-products in leather, oils, chemicals, pharmaceuticals, and fertilizers.



Modern refrigeration and transport assure us of an abundant variety of fresh meats at all times. American meats measure up to the most rigorous food-handling standards in the world.

Making possible this efficient processing and rapid distribution is our great mass-transportation system. The heart of that system is the railroads, serving you speedily at a lower average cost than any other form of general transportation.

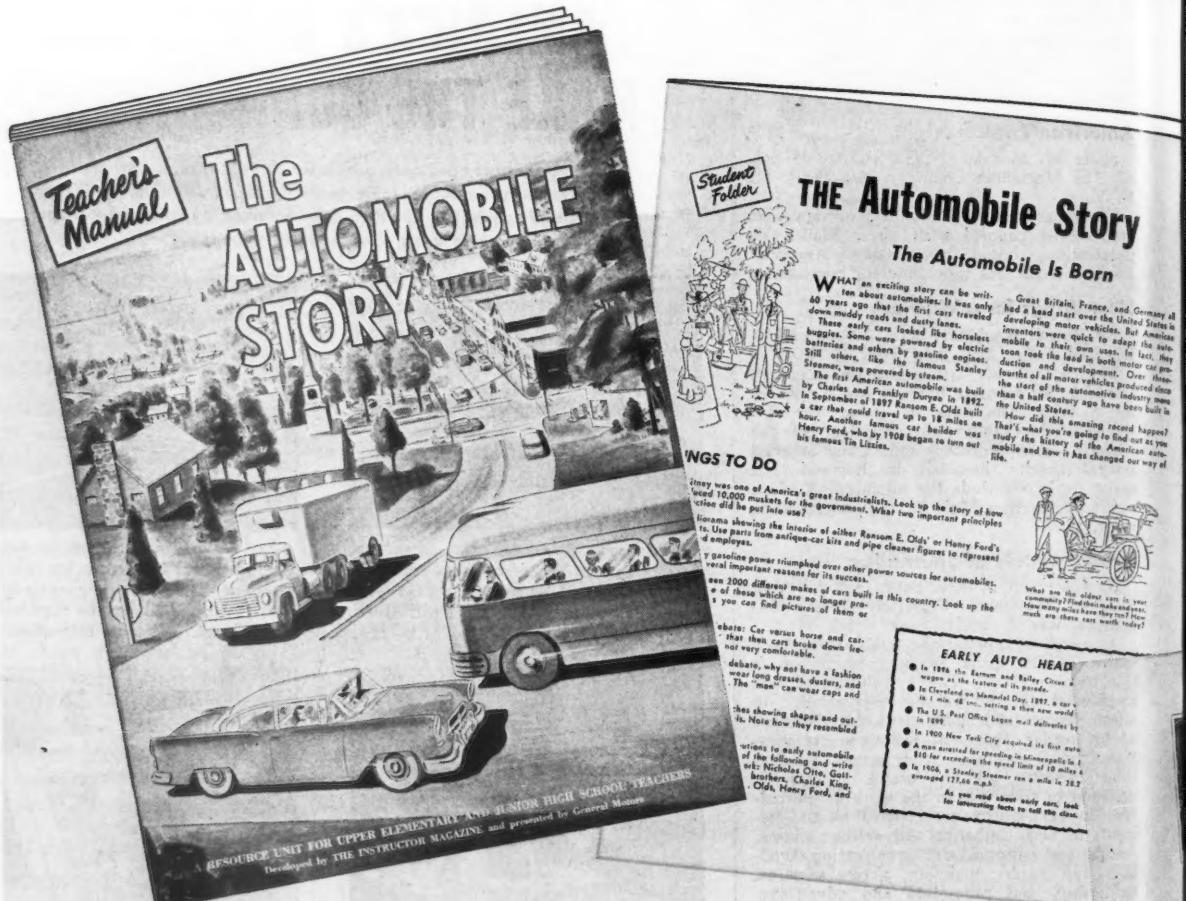
**Association of
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Reprints of this advertisement about America's railroads and the country they serve will be mailed to you for use in your classroom work upon your request for advertisement No. 19.

General Motors offers new classroom kit on

"THE AUTOMOBILE STORY"—A complete resource kit for upper



TEACHER'S MANUAL

A 16-page booklet generously illustrated with photographs and diagrams. It provides resource materials and suggested uses for them in the development of the four sections of "The Automobile Story" entitled, "The Automobile Is Born," "How An Automobile Works," "Developing New Models," and "The Automobile and Modern Living." It is objective and noncommercial throughout.

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STUDENT FOLDERS

A 4-page illustrated folder which includes questions and suggested activities to stimulate student interest. A set of 36 folders is included in the kit. Additional sets may be ordered separately, at no charge.



"THE AUTOMOBILE STORY" was compiled and prepared by The Instructor Magazine in cooperation with the Educational Relations Section of the General Motors Department of Public Relations. It has been reviewed and tested by a number of classroom teachers.

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upper elementary and junior high school teachers of science and the social studies.

IN response to requests from educators, General Motors has revised and expanded its highly successful teaching aid, "*The Automobile Story*," into a completely new resource unit for upper elementary and junior high school teachers of science and the social studies.

As a convenience to the teacher, the unit is divided into four sections. The first deals with the history of the automobile. The second explains in simple language how an automobile works. The third describes the development and production of a new model. The fourth outlines the social and economic impact of the automobile on modern living.

This completely new and expanded "kit" of

materials, offered without charge, includes a "Teacher's Manual," a "Student Folder" in classroom quantity and four colored Wall Charts illustrating the four sections of the text.

You are cordially invited to write for your copy of this new "Automobile Story" kit for your class. A coupon is provided for your convenience in ordering.

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New Books

(Continued from page 63A)

Suitable for any of grades 9 through 12. Quantity discounts available.

For Teachers of Religion

The following booklets and pamphlets for pastors, catechists, and all who are planning instruction in the Catechism have been issued recently by the Confraternity of Christian Doctrine. They may be ordered from Confraternity Publications, 508 Marshall St., Paterson 3, N. J.

Dogmatic and Scriptural Foundation for Catechists, by Rev. Francis J. Connell, C.S.S.R. This 61-page booklet (50 cents) consists of

notes and explanations of the New Baltimore Catechism No. 3.

Memorandum of the Sacred Congregation of the Council Regarding Religious Instruction in the United States of America. 11 pp., 5 cents.

"*Acerbo Nimis*," Encyclical of St. Pius X on the Teaching of Christian Doctrine, issued in 1905. 15 pp., 10 cents. Pope St. Pius X pointed to the ignorance of the truths of faith as a great impediment to salvation. He ordered the Confraternity to be established in every parish and ordered all bishops to see that religious instruction is given adequately.

An Introductory Course for Confraternity Teachers. 24 pp., 10 cents. Outlines 6 sessions of 2 hours each to prepare catechists.

Leadership Course for the CCD Apostolate. 8 pp., 5 cents. Outline of 30 hours of prepara-

tion from the *Manual of the Parish Confraternity of Christian Doctrine*.

C.C.D. Training Courses for the Lay Apostolate. Folder, 3 cents. Explains the work and means of preparing laymen for Confraternity work.

Graded Religion Course for Confraternity Classes. 11 pp., 5 cents.

The Holy Spirit and His Work, by Rev. Leo J. These. 116 pp., 50 cents, June, 1955. This is Series 2 of "This We Believe" series of discussion club texts. It explains the work of the Holy Spirit in the Church.

Once Upon a Time in Assisi

By Jeanne Ancelet-Hustace, translated and adapted by Sister M. Clarissa, O.S.F. Paper bound booklet, 116 pp., \$1.50, illustrated. Franciscan Herald Press, 1434 W. 51 St., Chicago, Ill.

The Life of St. Francis Told to Children. The style is very appealing and illustrations are simple, attractive line drawings by Casgrain.

Seeds of the Desert

By Rene Voillaume, translated and adapted by Willard Hill. Preface by John LaFarge. S.J. Cloth, 368 pp., \$4.50. Fides Publishers Assn., Chicago, Ill.

Subtitled "The Legacy of Charles de Foucauld," this book, by the Prior General of the Little Brothers of Jesus, contains a study of the Father and Founder of the Little Brothers, and of the vocation of the congregation. A wealth of spiritual guidance is found, especially in the fourth part of the book, where the author expounds the basic concepts of religious community life and the vows of poverty, chastity, and obedience.

Speaking Spanish

An Introductory Course, by Ruth R. Ginzburg and Robert J. Nassi. Cloth, 276 pp., \$2.72. (Workbook available at 60 cents.) Allyn and Bacon, Inc., Boston 8, Mass.

The preface lists two primary purposes for this text: "to encourage pre-high school study of the language, and to provide a natural, interesting introduction to Spanish. . . ." There are 26 basic lessons and 5 review lessons, all of which are introduced by units of conversation and integrated by real-life situations. A summary of simple grammar, a classified vocabulary, and a list of given names appear in an appendix.

32 Million Catholics

Compiled by the National Catholic Rural Life Conference. Paper, 20 pp., illus., 25 cents (\$15 per 100). 3801 Grand Ave., Des Moines 12, Iowa.

This booklet tells, in text, pictures, and graphs, the story of Catholicism in the United States. Its purpose is to inform Catholics in foreign countries about Catholicity at home and to show how the Church can prosper, develop, and contribute to a free democracy.

Germaine, "The Saint We Need"

By Rev. Joseph A. Keener. Paper, 48 pp., 15 cents. C. F. Petelle, Box 289, Maywood, Ill.

The story of St. Germaine, who came to sainthood through a life hidden and despised. It is a wonderful story that will reward the reader.

Everyday Saints

By Eva Marie Elick. Cloth, 594 pp., \$5. Vantage Press, New York 1, N. Y.

Verses describing a saint for each day of the year.

(Continued on page 68A)

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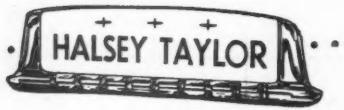


Here, in our quality-control laboratory, an important routine check is being made to pre-determine thermostat efficiency. It is but one of many constant tests, using the very latest equipment, which assure that the various components of a Halsey Taylor Cooler meet the high standards of quality and performance we have established.

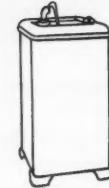
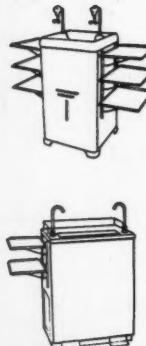
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A Libbey Heat-Treated Tumbler averages up to 200 servings, yet costs only a few pennies! That makes its cost per serving only a fraction of a mill.

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Libbey Heat-Treated Tumblers are specially processed to stand up 3-5 times longer than ordinary tumblers under the heaviest service conditions. They take hard knocks and sterilization temperatures in stride.

Through reduced breakage, you'll need fewer glassware replacements, smaller inventory, less storage space. And you get additional savings through Libbey's chip-resistant rims, guaranteed: "A new glass if the rim of a Libbey 'Safedge' glass ever chips."

In the Libbey line there is a complete range of matching, open stock items. You're sure of being able to add matching items when you want them later on.

Just see your Libbey Glassware supplier or write direct to Libbey Glass, Division of Owens-Illinois, Toledo 1, Ohio.

LIBBEY HEAT-TREATED GLASSWARE
AN  PRODUCT

OWENS-ILLINOIS
GENERAL OFFICES • TOLEDO 1, OHIO

New Books

(Continued from page 66A)

How to Work With Tools & Wood

Edited by Fred Gross, Manager of Educational Department for Stanley Tools. Pocket Book series, 216 pp., 25 cents.

A "do-it-yourself" guide for the beginner, the home craftsman, the handyman about the house. It contains some 400 illustrations and diagrams.

Money Management — Children's Spending

Consumer Education Series, edited by Leone Ann Heuer. Paper, 32 pp., 10 cents. Household Finance Corporation, 919 N. Michigan Ave., Chicago 11, Ill.

National Geographic Locater, 1935-1954

Compiled by Charles S. Underhill, Buffalo and Erie County Public Library, 91 Pine St., East Aurora, Ill. Price, 50 cents in cash, check, or money order.

This is a classified, alphabetical listing of important articles and pictures published in the *National Geographic Magazine* from 1935 to 1954. It is planned as a handy tool for teachers and librarians and is not intended to compete with the 2-volume index published by the National Geographic Society.

Perpetual Novena in Honor of Mary Queen of All Hearts

Paper booklet, 40 pp., 10 cents (\$9 per 100). Montfort Publications, Bay Shore, N. Y.

The Perpetual Novena arranged for public

use, with Benediction prayers and meditations on the mysteries of the Rosary.

We Go To Mass

Rev. Joseph P. Hedderman. Paper, 32 pp., 25 cents. The Bruce Publishing Company, Milwaukee 1, Wis.

A missal-primer for children in primary grades with attractive color pictures of the priests and servers at the altar.

Films on the Handicapped

An Annotated Directory. By Jerome H. Rothstein and Thomas O'Connor. Heavy paper, 56 pp., \$1 (annual supplements 20 cents). International Council for Exceptional Children, 1201 Sixteenth St., N.W., Washington 6, D. C.

An annotated bibliography and source book of films, filmstrips, slides, and recordings on the diagnosis, care, education, and rehabilitation of persons with various kinds of handicaps.

The Dynamics of Personal Adjustment

By George F. Lehner, Ph.D., and Ella A. Kube, Ph.D. Cloth, 498 pp., \$5.25. Prentice-Hall, Inc., Publishers, New York 11, N. Y.

Science Teaching Ideas, II.

Edited by Abraham Raskin. Paper, 48 pp., \$1. National Science Teachers Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

Fifteen entries from the 1953 and 1954 Programs of Recognition Awards for Science Teachers, sponsored by the American Society for Metals, are printed in this illustrated booklet. The table of contents includes 6 reports on teaching methods, 3 on teaching devices and equipment, 3 on after school activities, and 3 on "the school out of doors." Quantity discounts are available.

Uranium Prospecting

Gerald J. Schnepp, S.M. Paper booklet, 52 pp., \$1. Adult Education Dept., St. Mary's University, San Antonio 1, Tex.

A series of lectures given by the author at St. Mary's University, San Antonio, Tex., March through April, 1955. The table of contents lists chapters headed: Uranium Ore Deposits of the World; Origin of Uranium and Uranium Prospecting in Texas; General Prospecting Techniques for Radioactive Ores; Radiation Detecting Instruments: Scintillation Counters and Airborne Prospecting; Uranium Mining Methods and Costs; Legal Aspects Involved in the Uranium Search; The Use of Uranium; Atomic Energy Commission Regulations and Procedures.

Creative Art

By Sister Esther Newport, S.P., M.F.A. Paper, 192 pp., \$2.75. The Catholic University of America Press, Washington 17, D. C.

The proceedings of the Workshop in Creative Art Conducted at the Catholic University of America, June 11 to 22, 1954.

The Catholic Elementary School Program for Christian Family Living

Edited by Sister M. Ramon Langdon, O.P., M.A. Paper, 209 pp., \$2.25. The Catholic University of America Press, Washington 17, D. C.

The Proceedings of the Workshop in the Catholic Elementary School Program for Christian Family Living conducted at the Catholic University of America, June 11 to 22, 1954.

Making Things of Plastic

By Lauton Edwards. Cloth, 191 pp., \$3.75 (price misquoted in earlier review). Chas. A. Bennett Co., Inc., Peoria 3, Ill.

(Continued on page 70A)

SNOWWHITE REGULATION APPAREL - - -

the starting point and the goal



Every Snowwhite jumper, every jacket, every skirt, every blouse has its start in the minds and on the drafting tables of the men and women members of our own designing staff. Then styles are modelled, fabrics tested, workmanship and costs critically considered.

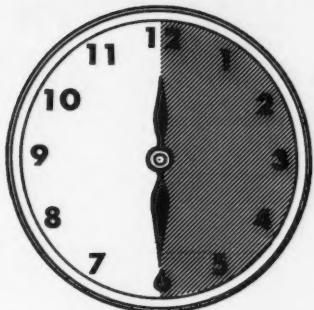
Then it is checked against these questions: Will students be glad to wear it? Will it meet the school's standards of good taste? Will it be a good investment for the parents?

When the answer is "yes," we have reached our goal which is readiness to serve you well with quality apparel.

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Your request for information will not obligate you!

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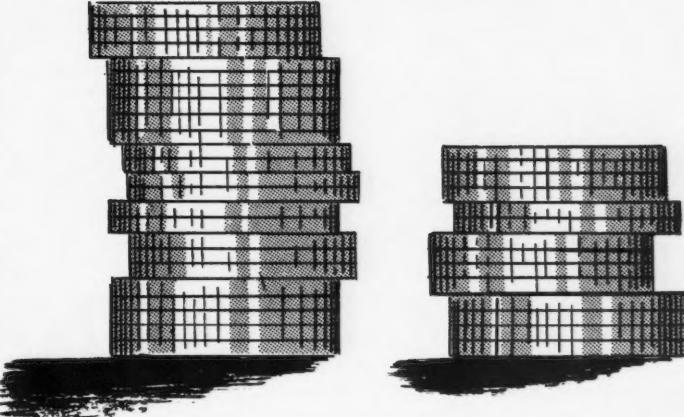
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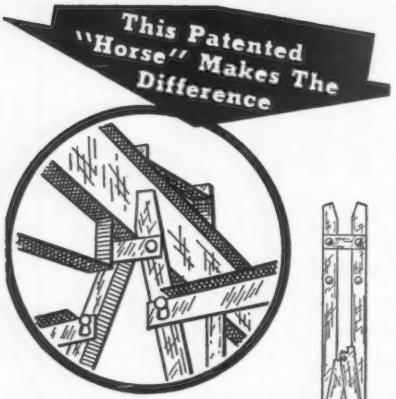
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New Books

(Continued from page 68A)

Joy Is Your Heritage

By John M. Scott, S.J. Paper, 45 pp., 15 cents. Grail Publications, St. Meinrad, Ind.

In Praise of Mary

Edited by Rev. Raymond J. Treese. Paper, 170 pp., \$2. Grail Publications, St. Meinrad, Ind.

Bellarmino Theological Lectures for 1954, given at Bellarmine College. From the Preface: "These lectures . . . pretend to be neither a textbook nor an exhaustive treatise on formal mariology. The intent of the distinguished scholars who prepared these papers was to discuss pertinent high lights in Our Lady's many-jeweled crown of glory and to present the fruit of their study and meditation in a popular and dignified fashion for the faithful in general."

"The editor of this volume, who was also chairman of the lecture series, has prepared outlines and questions on each subject for the use of study clubs and discussion groups."

Educator's Guide to Free Films

Edited by John W. Diffor, M.A., and Mary F. Horkheimer. Paper, 591 pp., \$6. Educators Progress Service, Randolph, Wis.

Fifteenth annual edition, fully revised. It contains 732 new titles all of which are starred, and indexes 3069 titles according to title, subject, and source.

Guild Family Readers Series

Pocket book size, 64 pp., colored glossy covers, 15 cents each. Catechetical Guild Educational Society, St. Paul 2, Minn.

Titles of booklets in the series are: *Follow the Mass*, by Gerald Ellard, S.J.; *Mary Talks to Us*, by Don Sharkey; *The Risen Soldier*, by Francis Cardinal Spellman; *The Christmas Story*, by Fulton Oursler; *Blueprint for Enslavement*, by James A. McCormick, M.M.; *The Passion in the Four Gospels*, translated by Ronald A. Knox; *The Fifteen Mysteries of the Rosary*, by Bishop Fulton J. Sheen; *You Can Change the World*, by James Keller, M.M.; *Meditations for the Family Rosary*, by Joseph A. Breig; *What You Should Know About the Ten Commandments*, by Francis J. Ripley; *The Immaculate Conception*, by Rt. Rev. Msgr. Patrick J. O'Connor and Paul Vincent; *Saint Pius X*, by Francis McGrade; *When They Start Going Steady*, by Father Conroy; *Indulgences Prayers; The Miracle of Fatima*, by Rev. J. J. Gannon, O.P.; *What Every Catholic Should Know; Jesus Christ Saviour of the World*, by Rev. Wm. Raemers, C.S.S.R.; *How You Can Share Your Faith*, by John A. O'Brien.

First Books for Little Catholics Series

Glossy, board covers, 32 pp., 25 cents each. Catechetical Guild Educational Society, St. Paul, Minn.

Titles in this series, illustrated in color, are: *A First Book of Saints; My Book About God; My Guardian Angel; Hail Mary; Listen to God, The Ten Commandments; I Believe, the Apostles Creed; My Little Missal; A First Life of Christ; My Confession; The Rosary; God's Story Book; and Let's Pray.*

Coloring Book Series

Paper, 24 pp., 15 cents each. Catechetical Guild Educational Society, St. Paul 2, Minn. Books for Little Catholics to Color and Keep. Titles are: *Meet Your Angel; It's a*

(Continued on page 75A)

Teaching with Magnetic Tape

By Charles Westcott

A NEW SERVICE

now being offered by Kent State University in Kent, Ohio, promises to prove a big help to teachers all over the country. Called the National Tape Repository, sponsored by DAVI-AERT Committee on Radio and Recording, the new program makes available a complete selection of educational lectures, interviews and dramatic productions to elementary schools, secondary schools and colleges.



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THANKS FOR YOUR SUGGESTIONS for uses of magnetic tape in the school. I'll pass on some of them in these columns from time to time. Have any questions on magnetic tape or tape recording? Drop me a line—c/o Educational Division, Minnesota Mining and Manufacturing Company, 900 Fauquier Ave., St. Paul 6, Minnesota. © 1955 3M Co.



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Missals, Breviaries, Prayer Books Not Affected Vatican Decree Affects Mainly Priests, Very Little Effect on Laity; Mass Not Shortened

Msgr. Joseph Clifford Fenton

Editor, "The American Ecclesiastical Review"
(Written for N.C.W.C. News Service)

The new regulations of the Sacred Congregation of Rites affect principally priests and others obliged to recite the Roman Breviary every day. They have no effect whatever on the Little Office of the Blessed Virgin, which many of the laity recite frequently.

The laity in general will notice very little change resulting from the new decree.

Sensational stories carried in some secular newspapers to the effect that the new regulations would shorten the time needed for the celebration of Holy Mass by about ten minutes are shown to be ridiculous from an examination of the text itself. The new regulations were promulgated, according to the decree, to remedy the situation in which "today's priests, especially those who have the care of souls, are burdened daily by various and new duties of the apostolate in such a way that they can hardly attend to the recitation of the divine Office with the proper tranquility of mind. The decree ameliorates the situation by making the rubrics of the Breviary (and to some minor extent of the Roman Missal) less cumbersome.

All of the changes made can be carried into effect while the Breviaries and Missals now in use are still being employed.

Actually the Congregation of Rites warns publishers of liturgical books to make no innovations whatsoever in additions of the Breviary and of the Missal which they may be going to prepare. It insists that, until some contrary disposition is made, the new rules are to be carried out while the liturgical books, as they now stand, are still being used. The general tendency of the new legislation is to take away many of the mechanical difficulties that work to distract the priest in saying his breviary and to detract from the prayerful quality of his recitation of the Divine Office.

Furthermore, the new regulations bring the priest closer to the liturgical ideal of reciting the hundred and fifty psalms of the psalter each week. They are so calculated as to help the priest to concentrate more effectively on his recitation of the great public liturgical prayer of the Catholic Church.

Thus the ultimate effect of these new ordinances is not to make the saying of Mass and the recitation of the Divine Office any easier, but rather to enable the priest to pray with greater zeal and fervor.

The most radical features in the new regulations are the following:

1. The abolition of the rank and the rite of the semi-double, under which almost one hundred of the liturgical days of the year have hitherto been classified. The so-called semidouble was a liturgical day on which there were, as in the so-called "doubles," nine lessons in the Hour of Matins, but in which the antiphons of the psalms were not "doubled," but rather treated as they are on the liturgical days known as "simples."

2. The suppression of all octaves, other than those of Christmas, Easter, and Pentecost. That will mean the disappearance of such octaves as those of the Epiphany, the Ascension, Corpus Christi, The Sacred Heart, the Solemnity of St. Joseph, the Immaculate Conception, The Assumption, and All Saints, to mention a few. In the final analysis, this will prove quite beneficial, since the multiplicity of these octaves tended to detract from the common course of the annual liturgy.

3. The concentration of the essentials of the Divine Office, manifested in the abolition of the prayers which have hitherto preceded the beginning of individual hours of the Breviary, the abolition of the preces dominicales, the reduction of the obligation for the saying of the preces feriales to the ferial offices of Wednesday and Friday in Lent and in Advent, and to the office of Ember Days other than those of Pentecost Week.

The new regulations are to go into effect on January 1 next year.

The most interesting changes in the rubrics of the Mass have to do with commemorations. The commemorations are prayers, collects, secret prayers, and postcommunion prayers, said after the prayer that belongs to the

(Concluded on page 75A)



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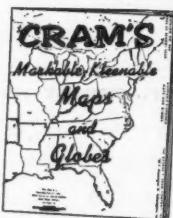
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Change in Liturgy

(Concluded from page 72A)

Mass which is actually being celebrated. At present sometimes these prayers are assigned for various seasons of the year. Such commemorations are abolished under the new legislation. Others, however, are prayers assigned to Masses which would have been said on this day were it not for the fact that they are "outranked" by the Mass which is actually being said. Henceforth there can never be more than two of these commemorations at any Mass.

Altar boys and those who teach them will be interested to learn of one more change introduced by the new decree. One of the banes of the altar boy's life was the necessity of changing the Missal from the Epistle side to the Gospel side on those occasions when the last Gospel assigned for the Mass was other than that from the beginning of the Gospel according to St. John. The old rules were quite complicated. They have been abolished in the new legislation, and henceforth the altar boy will have to move the book for the third time only during the Mass of Palm Sunday and during the Third Mass of Christmas Day.

New Books

(Continued from page 70A)

Joy to Go to Church; Talking to God; The Story of Our Lady; The Hail Mary; God Made the World; How Jesus Lived; Our Father; I Believe in God; The First Story; The Saints are My Friends; God is Wonderful; Meet the Family; The Rose Queen; The Christmas Story; A World of Friends.

Uncharted Voyage

By Bill Brown. Boards, 248 pp., \$2.75. Coward-McCann, Inc., New York, N. Y.

This adventure story for boys, tells how three amateur sailors took a small schooner to Tahiti and how they found the inheritance of Seth, the youngest of the three.

Camel Bird Ranch

By Lee Wyndham. Cloth, 247 pp., \$2.75. Dodd, Mead & Co., New York, N. Y.

This is the well-told story of a girl who inherited an ostrich farm in southern California and who, in spite of terrifying experiences, succeeded in putting the ranch on a paying basis. How the ranch was filmed rounds out a real American success story.

Everything and the Kitchen Sink

A Story of Progress and the Makers of Progress. Compiled under the direction of Russell G. Creighton, Robert J. Casey, and Philip Lesly. Cloth, 160 pp., \$4. Farrar, Straus & Cudahy, Inc., New York, N. Y.

The book tells the story of American industrial progress of the past 100 years with emphasis on the work of the Crane Company, Chicago, manufacturer since 1855 of plumbing and sanitary fixtures and appliances.

Mrs. Perrywinkle's Pets

By Jane Thayer, illustrated by Paul Galdone. Cloth, 46 pp., \$2. William Morrow & Co., Inc., New York 16, N. Y.

Another captivating little book by Jane Thayer, this one with a theme of producing harmony in the home by letting one's pets know just who is the boss. Children in primary and middle grades will love this one, especially because of the suspense element of

what Mrs. Perrywinkle can do to restore order to a house and garden "taken over" by her pets. Discussion might show, in application of this theme, that there is good reason for obedience at home.

Essays on the Priesthood

St. Meinrad Essays, Vol. 11, No. 1. Paper, 100 pp., \$1. St. Meinrad's Press, St. Meinrad, Ind.

This collection of nine stimulating essays, written by such outstanding leaders of the Church as Archbishops Cicognani, Schulte, Ritter, and others, was compiled for the occasion of the centenary of St. Meinrad's Archabbey by its alumni. It provides spiritual inspiration as it brings into focus the sublimity of all facets of the sacred ministry. Essential truths are presented in a forceful style to

give true perspective to spiritual values and to bolster the courage of priests to strive for personal sanctity, without which their ministry to others is fruitless.

Lend Me Your Hands

By Bernard F. Meyer, M.M. Cloth, 234 pp., \$3.50. Fides Publishers, Chicago, Ill.

From an introduction by Most Rev. Richard J. Cushing: "The primary purpose of Father Meyer is to arouse in the millions of lay-people who profess membership in the Church a consciousness of their dignity as co-workers with Christ and their responsibility to carry into every phase of their daily living the logical consequences of their union with God through divine grace. In ten forcefully written chapters he stresses over and over again the

(Concluded on page 76A)

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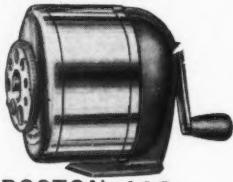
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New Books

(Concluded from page 75A)

need for active participation of the laity in the priestly ministry of Christ our Lord. Without minimizing the importance of the Church's authority and of the spiritual leadership of the Hierarchy, he shows why the work of the Church will fail if only the clergy are active while the laity remain in a state of purely passive conformity."

Father Meyer shows a remarkable ability for applying the principles of Catholic philosophy and theology to the problems of modern times. It is clear that he is equally at home whether discussing problems from the sociologist's or the priest's point of view. Interesting and inspiring reading.

Physical Education for Children

By D. Cyril Joynson. Cloth, 215 pp., \$4.75. Philosophical Library, New York, N. Y.

A book intended for those in charge of the physical education of boys and girls of ages 5 to 11.

Shall I Study Pharmacy?

Second edition of a brochure sponsored by the American Association of Colleges of Pharmacy, intended for distribution to guidance counselors, science teachers, and librarians. Single copies are 35 cents, with discounts allowed according to quantity. Address: Richard A. Deno, University of Michigan, College of Pharmacy, Ann Arbor, Mich.

Gilmartin's Word Study, 5th Ed.

By John G. Gilmartin. Cloth, 194 pp., \$2.30. Prentice-Hall Inc., New York 11, N. Y.

A compact, handy book for vocabulary improvement which employs many amusing and appropriate visual aids in identifying shades of meaning.

I Learn Our Basic Catholic Symbols

By Sister Maria Giovanni, M.M. 42 colorful pictures on Catholic symbols, with explanations and guide. \$3.50 per set. Maryknoll Bookshelf, Maryknoll P.O., N. Y.

Here's Carlos of Mexico

By Bernadine Bailey. Cloth, 128 pp., no price given. Beckley-Cardy Co., Chicago, Ill.

A very entertaining and informative story of life, past and present, in Mexico, through the eyes of Carlos. Although boys and girls will enjoy the story and many large, clear photograph-illustrations, it seems to lack some of the flavor of Mexican life. The relating of religious customs (blessing of animals, pilgrimages, visiting of cathedrals) are flat and tasteless, unexplained as they are. Non-Catholic readers may not miss this element, but Catholic ones will sense something missing. However, this should be a good book to supplement with the teaching of Spanish in the elementary grades.

Contemporary Literature

By Donald W. Heiney. Paper, 555 pp., \$1.85. Barron's Educational Series, Inc., Great Neck, N. Y.

This college review of contemporary American and European literature points a depressing picture of the recent realistic, neoromantic, and impressionistic movements, preoccupied as so many of the books are with the unhappiest and morally questionable aspects of modern life.

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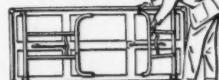
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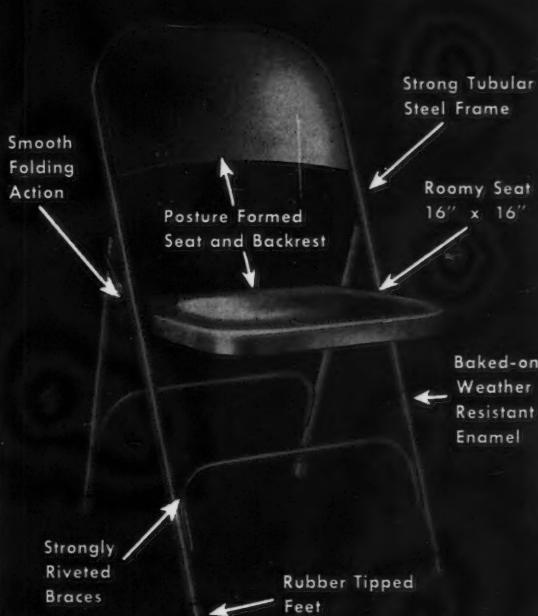
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(For Further Details Circle Index Code 0124)



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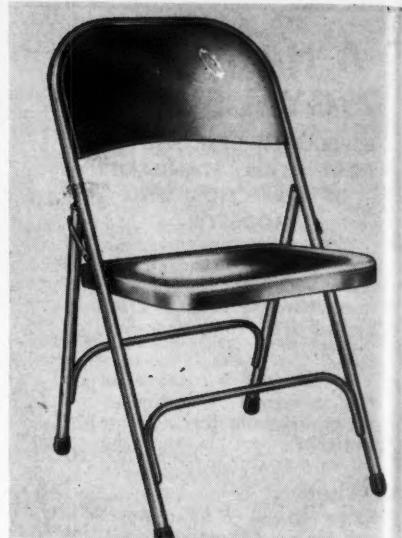
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Model 73 has a contoured, wood-grained plywood seat, while models 75 and 77 are fabric upholstered in brown with beige frame, and red with gray frame. Seat fabric is stain and heat-resistant. All metal parts are rust-resistant, and the finish is baked-on enamel in beige or gray. The new chairs fold and stack easily.

(For Further Details Circle Index Code 0125)

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hold the interest of children in primary grades. It can be employed in the teaching of reading readiness, numbers, music readiness with many other possibilities.

More advanced arithmetic, reading, and music sets are available for intermediate and upper elementary grades. Detailed suggested activities are available from the company in connection with their new teaching aid.

(For Further Details Circle Index Code 0126)

(Continued on page 80A)



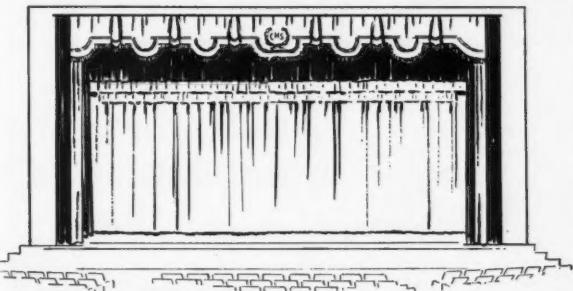
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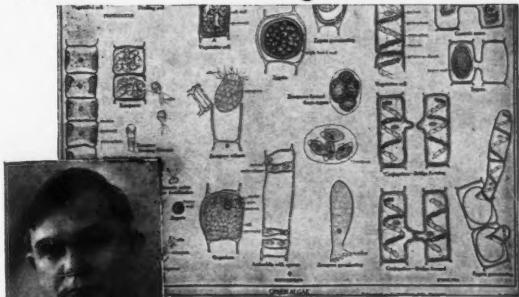


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NEW BRILLIANT COLORS!

The adding of colors to these large charts adds greatly to their visibility and attractiveness, and provides a differentiation of structure, function, and form heretofore obtainable only in expensive imported charts. The display of these new, beautiful Jurica Charts will command the immediate attention and interest of the pupils.



TEACHERS OF OTHER SUBJECTS:
Send for our complete catalog illustrating materials for both elementary and high school . . . ask for CC55.

BIOLOGY TEACHERS: Send for our new, colorful Biology Catalog, CB55.

A. J. NYSTROM & CO. 3333 N. Elston Ave.
Chicago 18, Illinois

New Supplies

(Continued from page 78A)

WEBER RES-N-GEL

Res-N-Gel Oil Painting Medium is a new product of F. Weber Company, Philadelphia, Pa. The new product is a concentrated full-strength colloidal synthetic resin gel, ready for use as a mixing medium on the palette with artists' oil colors.

Res-N-Gel gives the artist a buttery, plastic, easy working brush response. The character of the brush stroke is retained upon drying, and sharply defined detail will hold and not tend to flow out as the oil colors dry. This property will be especially helpful to pastime painters and art students who may have difficulty in controlling the fluidity of color and the holding of detail.

The product may be used in tube consistency or thinned with rectified spirits of turpentine. It does not contain any waxes, megilip, or metallic soaps. Res-N-Gel is a versatile painting medium, offering the artist many experimental opportunities for the development of new techniques and methods of painting.

(For Further Details Circle Index Code 0127)

start roller skating for health and recreation



A WONDERFUL SPORT at low cost and upkeep

It's easy to start a roller skating program! It's a healthful exercise and the popular way to build strong bodies. A favorite with boys and girls and budget planners, too . . . roller skating makes a grand recreational activity. Handles the largest groups quickly and easily. Halls, gyms, or any large floor area make fine roller rinks. Invest in health and fun this season.

Rubber Tire Skates

FOR USE ON WAXED FLOORS IN Gyms, Ballrooms or Halls



WHEELS
ABSOLUTELY
GUARANTEED

- NOT TO MAR, SCRATCH OR DAMAGE -

Rink clamp skates developed by CHICAGO specially for skating on waxed floors. The rubber wheels are ideal for use on tile, ballroom floors or any highly waxed surface. Will not harm or mark.

*Write Now to the Leader in Rink
Skates on How to Start*

"CHICAGO"
ROLLER SKATE COMPANY

The Choice of Champions . . . for over 45 Years

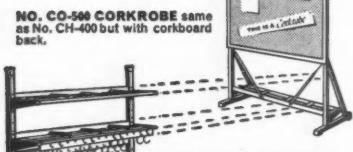
4494 WEST LAKE STREET — CHICAGO 24, ILLINOIS



A system of multi-purpose movable steel wardrobe racks with either a chalkboard (blackboard) or a cork-board (bulletin board for pictures, maps, etc.) back. These sturdy, welded furniture steel units provide: (1) Means for holding coats, hats, overshoes and lunch boxes in an efficient and orderly manner; (2) Chalkboards or corkboards to aid class instruction; (3) Efficient, large capacity, space-saving wardrobe units, that go wherever needed, fit any space, and permit complete flexibility in room arrangement.



NO. CH-400 CHALKROBE
42" long, 25" deep, 6 1/2"
high on glides (or 6 1/4" high
on casters). Hat shelves and
hanger bars are adjustable
for height—accommodate
every age group—(Hold 16
with coat hangers or 24 with
coat hooks.) Off-floor shelf
for overshoes and 50" x 48"
chalkboard.



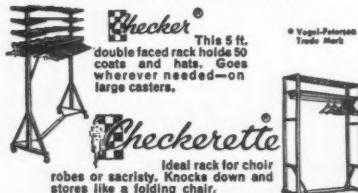
NO. CO-500 CORKROBE same
as No. CH-400 but with corkboard
back.



WALLMOUNT WARDROBE
RACKS—Mount permanently on
any wall. Shelves adjustable for height.
in 2" steps (accommodate any age group).
Hold 4 spaced coat hangers or 6 coat hooks per runn.
ing foot. Units interlock to make continuous rack
of any length.
No. AW-3 Wallmount Coat and Hat Rack 3 1/2" long
No. AW-4 Wallmount Coat and Hat Rack 4 1/2" long



WALLMOUNT OVERTHOE
RACKS—Mount at floor
level . . . extend 1 1/2" out from wall.
Interlock to make rack of any length.
No. B-3 Wallmount Overshoe Rack 3 1/2" long
No. B-4 Wallmount Overshoe Rack 4 1/2" long



Write for Bulletin SL-28

VOGEL-PETERSON CO.
1127 West 37th Street • Chicago 9, Illinois

MODERN CABINETS

The need for more stimulating, colorful, and workable study rooms has prompted the design of a new line of school and library cabinets by the Brunswick-Balke-Collender Company, Chicago. Greater flexibility in the classroom is now afforded because of complete mobility and the use of standardized dimensions, parts, and finishes. All cabinets have a sage gray finish except for hardboard sliding doors finished in coral, blue, and yellow pastel colors.

The cabinets may function as room dividers, mobile cabinets, supplementary work surfaces, and may also be used in reception rooms and offices. There is a choice of open shelves or doors, full or divided shelves, on four mountings—casters, legs, solid bases, or wall mountings. With the use of only a screw driver, the cabinets can be assembled into a variety of good storage and shelving arrangements, quickly and easily. Top surfaces are coated with a melamine plastic protective.

(For Further Details Circle Index Code 0128)

AUTOMATIC DUPLICATOR

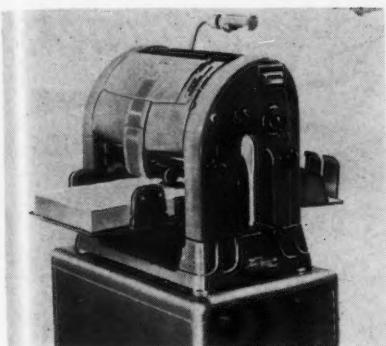
Rex-Rotary Distributing Corp., New York, N. Y., has announced the manufacture of the new Rex-Rotary D-270 EAU duplicating machine. It is claimed to be the most automatic machine presently on the market. Inserting a sealed ink cartridge and setting the dial for light, medium, or dark copy, will set in motion the Rex-Rotary inking system which

(Continued on page 81A)

New Supplies

(Continued from page 80A)

automatically supplies the exact amount of ink needed for each copy, and shuts itself off when the job is completed.



Model D-270 - EAU

The new model also offers perfect registration for form fill-ins, and easy change of colors without changing drums. The machine prints right to the edges of 8½-inch paper and prints the full 13½-inch length of the sheet. Other features include: hairline registration through double-action synchronized paper feed; automatic paper feed, reliable for all weights of paper; easy adjustment of height and margin.

(For Further Details Circle Index Code 0129)

BOSTON RANGER 55

The new "Boston Ranger 55" pencil sharpener, manufactured by the C. Howard Hunt Pen Co., Camden, N. J., contains a new engineering feature, a positive point adjuster located conveniently on the outside of the crank handle. This permits the user to select fine, medium, or broad points by simply setting a dial. Old methods of point adjuster designs were located on carrier cutter assembly and required removal of receptacle and an inconvenient finger-smudging operation.

The Boston Ranger 55 also includes a stainless steel receptacle, strong double bearing engineering, and a deluxe finish.

(For Further Details Circle Index Code 0130)

SUPER-THIN AUDIOTAPE

A new, super-thin Audiotape which allows 2400 feet of tape recording on a single 7-inch reel has been announced by Audio Devices, Inc., New York, N. Y. Super-thin Audiotape is made on a base of ½-mil thick DuPont Mylar polyester film. The magnetic oxide coating is the same as on other thicknesses. The tape is available in the full range of recording tape widths and reel sizes.

Designed particularly for special applications, the new tape gives unbroken continuity for very long recording needs, although naturally the thin tape is less strong and will exhibit more print-through than the heavier types. However, super-thin Audiotape is found to be somewhat stronger than standard 1-mil Acetate tape under high humidity. This is because of the high moisture resistance of Mylar film. Signal to print-through ratio for the super-thin tape is 47db, which can be compared to 31db for LR Audiotape (on 1-mil Mylar).

The increased print-through indicates that the new tape, while ideal for many applications that require long recording times, is not

(Continued on page 82A)

The Famous Plymouth PUPILS' DESK CHART

\$3.25 per dozen — \$26.49 per 100

Letter Cards in Boxes

\$2.98 per dozen

Number Cards in Boxes

\$2.98 per dozen



Pupils Easily Teach Themselves to Read with This Material



These remarkable pieces of seat work, developed in the Chicago schools, enable the pupil to begin teaching himself to read, in the study period time, quite independent of the class teaching he receives.

SIX NEW SIX-PUPIL SETS

By Isabelle Long Edited by James E. McDade

Each set has six lay-sheets, each with 14 words, and pictures, centering about a single topic, six dictionary cards, and six word-cards for cutting, with six envelopes for cut-up words, or 84 words per set. 504 basic vocabulary words in all. Each unit weighs 7 oz.

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R1002 70 nouns and plural

forms 75¢ - 3 for \$1.98

R1003... 84 verbs 75¢ - 3 for \$1.98

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SPECIAL OFFER. Upon receipt of 10¢ in coin or stamps, our LATEST CATALOG, listing 300 different units of arithmetic and reading devices, will be sent.

Excitingly New!! Teacher's Seat Plan

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PLUS POSTAGE
No C.O.D.'s



GRADE LEVEL 1-C—1-B

Vocabulary Seat Work for Slow Pupils

In this piece of seat work, the pupil is given only five words at a time for word-and-picture matching, and he must match each one not once but ten times. Thirty words are included.

Easy Vocabulary. Six different lay-sheets, including dictionaries, and word-cards for cutting up.

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THE RIGHT POINT FOR THE
WAY YOU WRITE

... by number

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All this in a pen that's priced for the student's budget. No wonder Esterbrook is the fountain pen leading educators recommend for school use.

Esterbrook
FOUNTAIN PEN



New Supplies

(Continued from page 81A)

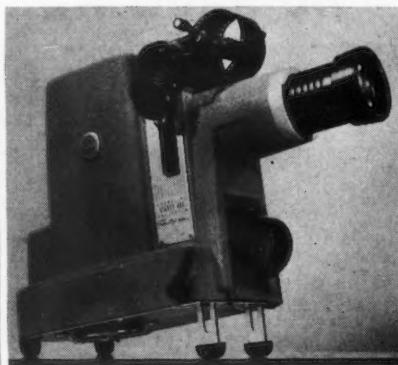
suitable for applications where high fidelity is most important.

(For Further Details Circle Index Code 0131)

NEW FILMSTRIP MODELS

Operating ease and greater projection versatility are stressed in two new filmstrip model Kodaslide Signet projectors introduced by the Eastman Kodak Company, Rochester, N. Y.

Designed for showing both single-frame filmstrips and 2 by 2 color slides, the Signet 500 and Signet 300 projectors feature a newly designed filmstrip feed which is extremely simple to load and easy to operate with a unique Geneva advance mechanism providing fast, accurate film advance. Both Signets also feature an automatic take-up slide changer which



Signet 500

gives smooth feeding action and stacks slides in a convenient receiver in the order shown.

Both projectors have a 5-inch f/3.5 Kodak Projection Ektanon Lumenized Lens, with a faster 5-inch f/2.8 available for the Signet 500. Two Lumenized close-coupled condenser lenses collect and deliver maximum light to the film assuring maximum brilliance and color purity in the projected image. An extra thick heat-absorbing glass between lamp and film area provides complete film safety. The Signet 500 has a 500-watt lamp system for large room viewing, and the Signet 300 has a 300-watt lamp system for smaller groups. The projectors are constructed of sturdy diecast aluminum.

(For Further Details Circle Index Code 0132)

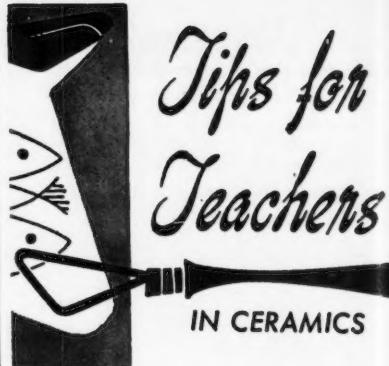
WARDROBE RACKS

Vogel-Peterson Company, Chicago, recently presented its new line of Checker Coat and Hat Racks. Checker shelves snap into position and lock with firmness and rigidity. The embossed shelves' rounded corners and flush shelf arms, together with the uniformity of hanger spacing, create orderly appearance wherever placed. The wardrobe presents this neat appearance while offering maximum capacity of wraps in the minimum amount of floor space.

The manufacturers offer a choice of single or double face racks on standard or wall-mounted units in any length by the foot. The new design permits adding of additional uprights and shelves as demand increases. They are available in colors of gray, mist green, and desert sage.

(For Further Details Circle Index Code 0133)

(Continued on page 84A)



Basic Glazing Information

One of the most fascinating steps in ceramics is the application of a glaze. At this point students will want to know what difference there is between paint and glaze. Paint is no more than a surface coloring medium, while glaze is a form of colored glass which covers the clay and after heating and cooling, forms a smooth, even surface which actually is a part of the clay itself.

When your students are ready to do the actual glazing, you will find that powdered glazes are easy to prepare. Just add water and stir to table cream consistency. The glaze can be applied with a large brush. Dipping and pouring are too much a matter of skill and timing to be used successfully by children; they find both difficult to manage. Finally leadless (non-toxic) glazes should be used to protect the health of the students.

PEMCO'S OH-TEN CLAYS and GLAZES

are formulated specifically for student use. They are completely NON-TOXIC and meet all the requirements of good classroom material.

For more information on Pemco Oh-Ten ceramic materials, write for descriptive literature B-9, or see your authorized distributor.

POTTERY ARTS DIVISION

PEMCO CORPORATION

Baltimore 24, Maryland

One of the world's largest suppliers
to the ceramic industry

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Three sizes to suit all grades through High School.



Get the full story on the New Rota Desk. Write for complete specifications and a sample.

The foremost development since the introduction of the movable desk.

Rota Seating is completely functional — best in design, service and durability.

The newest development in classroom seating — light — strong — attractive —



Comfortable — roomy — full foot freedom. Easily kept clean. Large ambidextrous writing top. Shaped plywood seat and back. All frame members welded steel tubing. Defies abuse — thrives on use.

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Trim Line

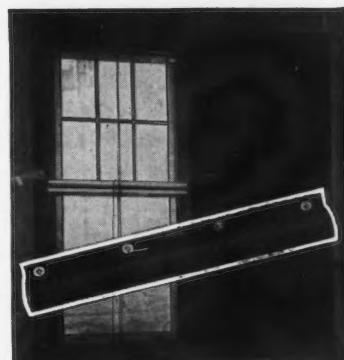
New simplicity of design achieves style, comfort and classroom efficiency with strength to pass the test of time.



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Patents are pending on all the pieces of the Heywood-Wakefield Trim Line design. Heywood-Wakefield, School Furniture Division, Gardner, Mass. and Menominee, Mich.

How Many Classrooms Will One Set of PAKFOLDS Darken?

PORTABLE
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SERVE
BEST . . .
COST
LESS!



Portable PAKFOLDS make every room a visual education room! One set of PAKFOLDS serves throughout the building. PAKFOLDS attach instantly . . . no ladders to climb; no screws or complicated mechanisms. Available for large or small windows, in any length or width.

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Achieve more striking results in block printing with these new Prang Craftsman's Colors. Its fine texture and unusual working qualities make it ideal for linoleum, wood or composition blocks or plates. Preferred by experts for producing attractive, clear prints on cloth or paper.

Eleven colors to choose from... including gold and silver! Available in water and oil base.

Prang Textile Colors



Prang Textile Colors are the preferred medium for block printing on small or large scale fabrics. Colors are easy-to-apply, don't bleed or run, don't stiffen the cloth and are washfast and sun-fast. Finished prints have that soft-focus effect, preferred for modern decor.

Prang Aqua Textile Colors



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Ask for Prang Block Printing mediums at your favorite source of supply. Instructions on all methods of application are yours for the asking. Dept. CJ-82



THE AMERICAN CRAYON COMPANY
SANDUSKY, OHIO

NEW YORK

New Supplies

(Continued from page 82A)

GEIGER COUNTER KIT

The Knight Geiger Counter Kit was recently introduced by the Allied Radio Corporation, Chicago. The low-cost unit makes it easy to experiment in uranium prospecting without making a big investment. The kit provides sensitivity comparable to instruments several times its price, and is supplied with pre-cut wire, solder, leather carrying handle, shoulder strap, headphone, batteries, radioactive sample, and an A.E.C. manual. Easy-to-follow pictorial diagrams and clearly written instructions assure quick, easy assembly.

The presence of radioactive material is indicated by clicks in the headphone. Two lightweight batteries, a 22½-volt hearing aid battery and a standard 1½-volt "A" battery power the instrument for 80 continuous hours. In compact design, the Knight Geiger Counter carrying weight is 1¾ pounds.

(For Further Details Circle Index Code 0134)

NEW SMITH-CORONA

National distribution of the new model Smith-Corona Electric Typewriter has just been completed, according to Smith-Corona, Inc., Syracuse, N. Y. The new machine features complete Keyboard Control, with more controls in the keyboard area than any other electric typewriter, contributing to increased speed as well as ease of operation.



Electric Model

Other features responsible for increased speed are an exclusive speed booster which accelerates the return of the typebar and a slanted keyboard and keytop slope that conform to the natural movements of the fingers. Additional points are an 88 character keyboard, four more than standard, available at no additional cost; automatic repeat action on any or all keys; power shut-off when the cover plate is raised; and a Page Gage which indicates how far the operator is from the bottom of the typed page.

(For Further Details Circle Index Code 0135)

NON-SKID COATING

A new semiplastic Non-Skid Coating for stairs, steel floor plates, ramps, inclines, shower and locker room floors, has been announced by The Garland Company, Cleveland. The Coating is applied with a trowel on wood, metal, or concrete. According to the manufacturer, its abrasive surface eliminates falling, slipping and injuries on stairs, wet or slippery floors.

Semiplastic Non-Skid Coating is formulated with chlorinated rubber for extra adhesion and flexibility. It is acid, alkali, and grease resistant and will stand continual scrubbing and washing. Because the coating is made in

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Meet the challenge of teaching religion effectively to children on their level. Use the new religion books by Sister Mary Augustine, O.S.F., Ph.D., and a Committee of Teachers. They can be used with any course of study.

The whole gamut of our Christian heritage is utilized: Scripture, the liturgy, lives of the saints, dogma, art, and music.

That They May Have Life, for the First Grade Teacher, 240 pages, \$1.75

That They May Know the Way, for the Second Grade Teacher, 336 pages, \$2.25

That They May Grow in Grace, for the Third Grade Teacher, 352 pages, \$2.50

Postpaid if payment accompanies order

THE SERAPHIC PRESS

1501 S. Layton Blvd. Milwaukee 15, Wis.

For Classroom, Auditorium Use

A 16mm sound, two-reel film covering the

"LIFE OF DON BOSCO"

is now available to school organizations.

Professionally written, produced and enacted, this movie recreates actual events from the life of "The Apostle of Youth." It reviews the boyhood of this great saint, his many and varied activities as a priest, his death and his canonization. To teachers and school organizations only, the rental fee for this 1½ hour film is \$17.50, plus transportation costs.

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P.S. Novena Booklets with prayers to Saint Dominic Savio, the new Classroom Saint, also available. Single copies, 15¢ apiece; bulk orders of 50 or more copies, 10¢ apiece.

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Ionia "SAFE-TEE" FOLDING CHAIRS

This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

Again Available!
Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.

Only the IRWIN UNI-DESK
Provides ALL these SUPERIORITIES!

ONE PIECE DESK TOP . . . ONE PIECE FORMED STEEL BOOK BOX . . . OUTSIDE ROLL ON BOOK BOX EDGES . . . CONVEX EMBOSSED ON BOOK BOX BOTTOM . . . G-E TEXTOLITE DESK TOP . . . BOOK BOX AND CHAIR ADJUSTABLE FOR HEIGHT . . . LONGITUDINAL FRAME ADJUSTMENT . . . CRADLE-FORM SEAT . . . 90° SWIVEL SEAT . . . AUTOMATIC SELF-LEVELING DEVICE . . . HARDENED AND POLISHED RUBBER CUSHION GLIDES.



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giving extra service
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- Serve a whole meal in one unit.
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- Scientifically designed of Melmac plastic in 5 pastel colors.



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Write for catalog of the complete ARROWHEAD and EFFICIENCY dinnerware lines, including the special cafeteria compartment plate.

New Supplies

(Continued from page 84A)

four colors, it will find various uses in school hall and stairways, cafeterias, auditoriums, and gymnasiums.

(For Further Details Circle Index Code 0136)

UNUSUAL NEW DESK



Not only a new design, but a new concept in movable classroom seating is built into the new Rota desk manufactured by Beckley-Cardy Company, Chicago. The Rota desk, because of its circular shape, successfully combines simplicity of line with stability, comfort, and convenience. The open circle design provides unrestricted foot room, and the Rota is extremely easy to sit in or get up from.

The writing top is a generous size which accommodates either left- or right-handed pupils. The curved plywood back and chair seat are shaped to correct posture standards. Tubular frame has electrically welded joints with box type adapter to hold writing top rigid. Books are easily available from the book rack below the seat.

Rota desks are available in three sizes: 14-, 16-, and 18-inch seat heights. All plywoods used have natural nongloss lacquer finish; metal parts are baked-on taupe enamel.

(For Further Details Circle Index Code 0137)

FLOOR PATTERNS

Pan-O-Ramic patterns, recently introduced by American-Olean Tile Company, Lansdale, Pa., represent a new concept in the adaptation and use of ceramics, offering new freedom in design in keeping with the latest architectural trends. Although the Pan-O-Ramic patterns were developed especially to add interest and individuality to large areas, they are also suitable for use in moderate size rooms.

Pan-O-Ramic patterns are composed of various size tiles and are available in a number of different color combinations to suit the color scheme desired. Thirty-one different porcelain type colors, and 14 natural clay type colors can be used.

All patterns are factory assembled on standard size sheets, assuring easy installation by the tile contractor. These tiles are proof against any indentation from heavy furniture or equipment. They will withstand extremely heavy traffic and exposure to the elements, when used outside.

(For Further Details Circle Index Code 0138)

FIBERGLAS FORM BOARD

Construction economy explains the wide acceptance of poured-in-place gypsum roof decks with Fiberglas acoustical form board, according to the manufacturer, Owens-Corning Fiberglas Corp., Toledo, Ohio. Economies are possible because the form board performs four basic functions. It serves as a permanent form for the deck, as an attractive interior ceiling and as acoustical and thermal insulation.

The firm points out that in most cases the complete poured deck construction above the purlins may cost no more than a suspended acoustical ceiling alone. Probable cost is esti-

(Continued on page 88A)

New Supplies

(Continued from page 84A)



ALL STEEL FILMSTRIP CABINET



MF-6 — This roomy, yet compact 6 drawer cabinet holds up to 336 filmstrip cans each in its own compartment . . . each individually indexed. Drawers are equipped with adjustable dividers for desired division widths. MF-3 — Compact 3 drawer filmstrip cabinet holds 165 — 1½" filmstrip cans.

Write for free catalog.



250 W. 57th St., New York 19, N. Y.

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NEW TWO BOOK EDITION

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Store tubular or channel chairs—4 sizes to choose from
Strongly constructed, chan-angle frames, welded into one rigid lightweight mobile unit. Removable end arms and side rails permit multiple stacking of empty trucks. Roller bearing, rubber tired wheels with ball bearing swivels. Two models hold 50 tubular chairs or 75 channel chairs each—one vertically, one horizontally. Two other sizes available. Truck shown above is especially designed for under-stage storage.

New, larger seat tubular and channel steel chairs

Write for catalog of Krueger's complete line of tubular and channel steel folder chairs—priced to fit every budget. Newest models feature extra large seats and backrests for utmost comfort.

KRUEGER

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the Little Singers of Paris

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New Supplies

(Continued from page 86A)

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(For Further Details Circle Index Code 0139)

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The Royal Typewriter Company, New York 16, N. Y., has published two new booklets on the operation of the electric typewriter to fill "a long-felt need for sound instructional material" on the subject.

The Key to Relaxed Typing offers a typing guide for students in transferring easily from the manual to the electric typewriter. *Electric Typewriting for the Classroom Teacher* contains a complete teacher's lesson plan for electric typewriter instruction, including transferring from manual to electric, training a beginner on the electric, and transferring from electric to manual. The booklets will be available to typing classes through their teachers.

(For Convenience Circle Index Code 0140)

GLOBE AND CHART STUDY

A new pre-service and in-service aid for teachers of geography, history and social studies called "Toward Better Understanding and Use of Maps, Globes and Charts," is available, free, from Denoyer-Geppert Co., Chicago 40, Ill. This booklet was prepared in response to continuing requests for useful and complimentary materials dealing with the basic aspects of sustained use visual aids. The articles, each dealing with a particular phase of map, globe, or chart use, are reprints for the most part. Each article is illustrated, and an annotated bibliography of teacher's manuals and other teacher's aids is also included.

Copies may be had singly, or in bulk quantities, by requesting booklet B-2.

(For Convenience Circle Index Code 0141)

Singer Sewing Machine Company, New York, offers a new "Singer Sewing Skills Reference Book," to be used as a sewing textbook. The book offers solutions to common sewing problems, with diagrams and instructions, depicts handling and care of the machine, and each chapter has a lesson page. Although the hard-cover book retails at a higher price, home economics teachers may purchase a copy for \$1.

(For Convenience Circle Index Code 0142)

(Continued on page 89A)

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CATALOGS AND BOOKLETS

"Flexibility in the Coordinated Classroom" is the title of a new informative booklet just published by the E. F. Hauserman Co., Cleveland 5, Ohio. The report was prepared by Darell Boyd Harmon and Associates. The subject of school interior flexibility and its impact on psychological and physical environment of children is discussed, as is the possible solution to achieving permanent flexibility through application of movable steel partitions.

(For Convenience Circle Index Code 0143)

A new edition of their popular "Cheerleader's Handbook" is announced by the National Sports Company, Fond du Lac, Wis. The booklet has over 50 pages and 264 new cheers selected as the best from cheers submitted by high school cheerleader groups in the U. S. Pep meeting program skits and fund-raising party plans are included. Available at 50 cents a copy.

(For Convenience Circle Index Code 0144)

"RCA School Sound System," an attractive 8-page booklet just issued by Radio Corporation of America, Camden, N. J., describes how schools can utilize sound to achieve easier administration and more effective teaching. Written in nontechnical terms, the booklet illustrates and elucidates the many uses of sound systems. Copies of Form 3R2495 are free on request.

(For Convenience Circle Index Code 0145)

A free 28-page Teacher's Source Book, "Tested School and Community Breakfast Program Activities," is available to teachers for help in organizing the Better Breakfast Program in their school. The book includes a full-color U. S. Dept. of Agriculture chart, showing a day's pattern for good eating from the "Basic 7," size 20 inches by 26 inches.

(For Convenience Circle Index Code 0146)

A combination conversion and decimal equivalent chart listing inches to foot conversions plus metric equivalents on one side, and standard decimal equivalents on the other, has been compiled by the Frederick Post Company, Chicago, as a special service to educators. The chart, measuring 17 by 22 inches, may be obtained free on request.

(For Convenience Circle Index Code 0147)

The new SVE Educational Catalog of filmstrips, 2 by 2 slides, and color slidesets, released by the Society for Visual Education, Inc., Chicago, has a new format. Three main sections — primary, intermediate, junior and senior high — have filmstrips grouped according to their suitability under subjects. Color slidesets and 2 by 2 slides are grouped separately, also according to subject. Many new materials released since last year have been included. Copies are free on request.

(For Convenience Circle Index Code 0148)

MANUFACTURER'S NEWS

The American Peoples Encyclopedia, published by Spencer Press, Inc., Chicago, announces it has appointed Rev. John P. O'Connell, M.A., S.T.D., as its Catholic adviser. Father O'Connell will review and advise on articles pertaining to the Catholic Church appearing in the encyclopedia.

Alexander F. Victor, founder of the Victor Animatograph Corp., Davenport, Iowa, was recently honored by the Committee on Archives and History of the Department of Audio-Visual Instruction National Education Association. The committee cited Victor for his services and contributions to the use of the motion picture in education. This was the first such award by D.A.V.I.

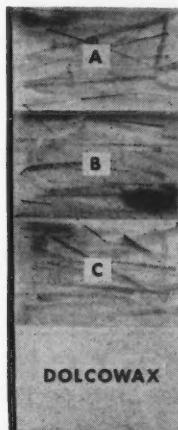
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